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SESSION 1913

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No. 5 Report of the Inspector of Division Courts for the year 1912. Presented to the Legislature, 24th February, 1913. *Printed.*

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No. 33 Return to an Order of the House of the 5th March, 1913, for a Return of copies of all correspondence between the Government, or any member thereof, and Dr. F. B. Fernow, regarding Reforestry work, or any class of work on behalf of the Government of Ontario, in any capacity. Presented to the Legislature, 22nd April, 1913. *Mr. Gamey. Not printed.*

No. 34 Report of the Vegetable Growers' Association for the year 1912. Presented to the Legislature, 17th April, 1913. *Printed.*

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No. 39 Report of the Live Stock Association for the year 1912. Presented to the Legislature 20th February, 1913. *Printed.*

No. 40 Report of the Farmer's Institutes for the year 1912. Presented to the Legislature, 20th February, 1913. *Printed.*

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No. 50 Report of the Archivist for the year 1912. Presented to the Legislature, 21st April, 1913. *Printed.*

No. 51 Report of Librarian upon the State of the Library for the year 1912. Presented to the Legislature, 5th February, 1913. *Not printed.*

No. 52 Return to an Order of the House of the 11th April, 1912, for a Return shewing: 1. The quantity of pine timber cut at or near mileage 81 on the Timiskaming and Northern Ontario Railway during each of the seasons 1907-1908, 1908-1909, 1909-1910, 1910-1911, by the North Land Mining Company, Limited. 2. The price at which the said pine timber was sold to the said Company in each of the said seasons. 3. The names of the persons by whom the pine cut in each of the said seasons by the said Company was measured for the Government. 4. The names of the original incorporators of the said Company and the names of its shareholders and directors in each of the years 1907, 1908, 1910, 1911 and 1912. Presented to the House 13th February, 1913. *Mr. Mageau. Not printed.*

No. 53 Return to an Order of the House of the 9th April, 1912, for a Return of Copies of all correspondence, official or unofficial, reports and written memoranda of every kind passing between the Government or any Minister or officer thereof and any other person or corporation with respect to:—(*a*) The granting of a permit for a tug owned by the Dominion Fish Company to fish on what is known as "the Lizard Island Preserve," during the season 1911, and copy of such permit. (*b*) The granting of a permit or permits to any other body or person or corporation to fish upon the said Lizard Island Preserve during the season 1911, together with copies of such permits. (*c*) The granting of permits to move the tugs of the Dominion Fish Company from one fishing ground to another, in either of the years 1909, 1910, 1911, with copies of such permits. (*d*) The issue of permits permitting the removal of tugs or other fishing boats owned by persons or corporations other than the Dominion Fish Company from one fishing ground to another during the seasons 1909, 1910, 1911, with copies of such permits. (*e*) The issue of a license to a Canadian-owned tug or boat to fish in waters of the Lizard Island Preserve in either of the seasons of 1911 or 1912, with copy of such license, if any. (*f*) The issue of licenses or permits to use 5-lb. or 6-lb. nets on the said Lizard Island Preserve during the seasons of 1911 and 1912, with copies of such licenses or permits. Presented to the Legislature, 13th February, 1913. *Mr. Mageau. Not printed.*

No. 54 Return to an Address to His Honour the Lieutenant-Governor of the sixth day of March, 1911, praying that he will cause to be laid before this House, a Return of copies of all correspondence between the Province of Ontario and the Dominion of Canada, regarding the establishment of Fish Hatcheries in Ontario. Presented to the Legislature, 13th February, 1913. *Mr. Gamey. Not printed.*

No. 55 Copies of Orders in Council and Regulations to be laid before the Legislative Assembly as required by section 27 of the Department of Education Act. Presented to the Legislature, 13th February, 1913. *Not printed.*

No. 56 Copy of an Order in Council approved by His Honour the Lieutenant-Governor the thirtieth day of April, A.D. 1912, pursuant to provisions of Subsection 3 of Section 78 of the Surrogate Courts Act, Chapter 31, 10 Edward VII., that there be paid to His Honour C. F. Sutherland, of the County Court of the County of Grey, from year to year during his tenure of Office, the Surplus Surrogate Fees over and above the amount payable by Statute to the Surrogate Judge of the said County of Grey, provided, however, that the sum paid out of the said Surplus Surrogate Fees shall not in any year exceed the sum of six hundred and sixty-six dollars ($666.00). Presented to the Legislature. 14th February, 1913. *Not printed.*

No. 57 Return to an Order of the House of the 11th April, 1912, for a Return of copies of (1) All correspondence passing between the Government or any Minister or official thereof or any commission under the Government or any official thereof and any other person or corporation with respect to the development of the Smoky Falls Water Power on the Sturgeon River for the benefit of the Town of North Bay. Presented to the Legislature, 17th February, 1913. *Mr. Mageau. Not printed.*

No. 58 Return to an Order of the House of the 17th day of February, 1913, for a Return shewing whether the Prime Minister or any person on his behalf received a telegram purporting to be from one Rowlandson of Elk Lake between the 1st and 11th days of December, 1911, addressed to the Prime Minister with reference to the building of the Elk Lake Branch of the Timiskaming and Northern Ontario Railway. 2. If such telegram was received, the contents of such telegram. 3. If such telegram was received, did the Prime Minister or any person in his name or with his authority or knowledge or on his behalf send a telegram in reply to the said Rowlandson. 4. If so, the date of such telegram and the contents thereof. Presented to the Legislature, 17th February, 1913. *Mr. Elliott. Not printed.*

No. 59 Return to an Order of the House of 2nd April, 1912, for a Return of copies of all correspondence between any person or persons whatever and the Government of Ontario, or any Minister or Official thereof, with respect to the water power on the Montreal River, known as the "Notch" and all applications for a lease of the said water power and any and all leases issued, assignments of any such leases and all other papers and documents in any way relating to the said "Notch" water power or to the Montreal-Cobalt Power Company, Limited, since the 1st day of January, 1905. Presented to the Legislature, 18th February, 1913. *Mr. Mageau. Not printed.*

No. 60 Return to an Order of the House of the 28th March, 1912, for a Return of Copies of (1) All correspondence between the Department of the Attorney-General or any official thereof and any other person whatsoever with respect to certain charges against M. Houston, one time Police Magistrate for the City of Chatham. (2) All charges against the said M. Houston. (3) All Commissions issued, evidence taken and documents submitted in connection with the said charges and the dismissal of the said M. Houston from his office as Police Magistrate. Presented to the Legislature, 18th February, 1913. *Mr. Richardson. Not printed.*

No. 61 Return to an Order of the House of the 20th March, 1912, for a Return of Copies of: 1. All correspondence, reports, estimates or returns of any kind and from any source respecting the quantity of timber cut upon the Munn limits in the seasons of 1909-10, 1910-11 and 1911-12. 2. The amount received by the Government of Ontario for timber dues. stumpage, rentals, or otherwise howsoever in connection with the said limits in each of the financial years 1909-10-11 with full details. 3. The Annual Return made to the Department of the Provincial Secretary by the Munn Lumber Company, Limited, for the years 1909, 1910 and 1911. Presented to the Legislature, 21st February, 1913. *Mr. Sinclair. Not printed.*

No. 62 Return to an Order of the House of the 11th March, 1912, for a Return showing:—1. (*a*) The number of Forest Rangers and Timber Cullers employed by the Government of Ontario in the seasons of 1903-4 and 1904-5. (*b*) The number of feet of timber measured in each season. (*c*) The amount of money paid in each of the said seasons to (1) Forest Rangers, (2) Timber Cullers. 2. Also showing all the information hereinbefore asked for with respect to the seasons 1909-10 and 1910-11. Presented to the Legislature, 21st February, 1913. *Mr. Mageau, Not printed.*

No. 63 Return to an Order of the House of the 17th February, 1913, for a Return of a Copy of the Report made by Mr. E. Saunders, appointed to investigate into certain charges made by Michael Farr of an attempt made to procure money from him in consideration of a license being renewed for the Union Hotel in the Town of Goderich, together with copies of all correspondence which passed between the Government and any person in reference to the said license or the said investigation, the evidence taken by Mr. Saunders and generally all papers, letters, memoranda or papers of any kind and description relating to the said license, including all papers, and correspondence relative to the refusal of a renewal of such license. Presented to the Legislature, 21st February, 1913. *Mr. Proudfoot. Not printed.*

No. 64 Return to an Order of the House of thirteenth day of April, 1912, for a Return of:—(*a*) All memorials, resolutions, letters or other written memoranda received by the Government or any Minister or official thereof since the 1st day of January, 1910, from any individual, public officer or organization with respect to the increase of the number of Judges of the Supreme Court of Judicature for Ontario or with respect to the changes in the constitution of the Supreme Court of Judicature for Ontario provided for in sections 1 to 19 inclusive, of The Law Reform Act, 1909. (*b*) Copies of all letters or written memoranda from the Government or any Minister or official thereof to any individual, public officer, or organization with respect to the said two subject matters, or either of them, since the said date. Presented to the Legislature, 26th February, 1913. *Mr. Elliott. Not printed.*

No. 65 Statement of the Auditor made pursuant to the provisions of Section 13, subsection 2, of the Audit Act as amended by Section 6, of Chapter 10, 9 Edward VII. Presented to the Legislature, 28th February, 1913. *Printed.*

No. 66 Return to an Order of the House of the 14th March, 1912, for a Return showing:—How many male patients have been admitted to each of the Provincial Institutions for the Insane, Feeble Minded, and Epileptics during the three years beginning Jan. 1st, 1909, and ending Dec. 31st, 1911. How many female patients were admitted to these institutions during the same years. How many male patients were discharged from each of these institutions during the same three years. How many female patients were discharged from each of these institutions during these years. Of these male patients discharged: 1st. How many were discharged recovered; 2nd. How many were discharged improved; 3rd. How many were discharged unimproved. Of the female patients discharged: 1st. How many were discharged recovered; 2nd. How many were discharged improved; 3rd. How many were discharged unimproved. Of the female patients discharged how many were under 45 years of age. Of the patients admitted to each of these institutions during the years 1909, 1910 and 1911 how many were admitted for the first time. How many were admitted for the second time. How many were admitted for the third time. How many had been admitted more than three times. In how many of these cases admitted during these years is there evidence that the patients have become the father or mother of children after the first attack of insanity. In how many of these patients is there a history of insanity, epilepsy or imbecility in the father, mother, brother or sister of the patient. In how many of these patients is there a history of insanity, epilepsy or imbecility in the children of the patients. How many patients are in each of these institutions who have had a father,

mother, son or daughter in an asylum at some time. Presented to the Legislature, 28th February, 1913. *Mr. Godfrey. Not printed.*

No. 67 Return to an Order of the House of the 19th February, 1913, for a Return showing:—1. The number of meetings of the Advisory Council of Education held in each of the years 1909, 1910, 1911 and 1912. 2. The total number of meetings attended by each of the different members of this Council during each of the said years. 3. The total number of votes received by each candidate for representative of the public school teachers and for each candidate for representative of the high school teachers for each of the said years. Presented to the Legislature 28th February, 1913. *Mr. Marshall. Not printed.*

No. 68 Orders in Council issued under the provisions of Section 10 of Cap. 2, 2 George V. Presented to the Legislature, 3rd March, 1913. *Not printed.*

No. 69 Return to an Order of the House of the 3rd March, 1913, for a Return showing:—1. Copies of the Culler's report made by the Fort Frances Lumber Company for the logging seasons of 1909-10, 1910-11, 1911-12. Presented to the Legislature. 4th March, 1913. *Mr. Kohler. Not printed.*

No. 70 The Mining Industry in that part of Ontario served by the Timiskaming and Northern Ontario Railway for the year 1913. Presented to the Legislature, 11th March, 1913. *Printed.*

No. 71 Report of T. G. McMillan, covering investigations at James' Bay during 1912. Presented to the Legislature, 11th March, 1913. *Printed.*

No. 72 Report on the increase of the food supply for Ducks in Northern Ontario by G. R. Mickle, with description of edible plants by R. B. Thompson. Presented to the Legislature, 11th March, 1913. *Printed.*

No. 73 A Return to an Order of the House of the 26th February, 1913, for a Return showing: 1. All lands (other than the Railway's right of way) owned by the Timiskaming and Northern Ontario Railway Commission situate in the various municipalities of the Province, stating the municipality in which the land is situate, the area and estimated value of the land, and showing which are mineral lands, agricultural lands and town lots. 2. All lands (other than the Railway's right of way) owned by the Timiskaming and Northern Ontario Railway Commission situate in any unorganized territory within the Province, stating the unorganized territory in which the land is situate, the area and estimated value of the land, and showing which are mineral lands, agricultural lands and town lots. Presented to the Legislature, 10th March, 1913. *Mr. Atkinson. Not Printed.*

No. 74 Return to an Order of the House of the 3rd March, 1913, for a Return showing:—1. How much the Government has spent on private detective work in each of the years 1910, 1911 and 1912. 2. How much of the amount mentioned in the first paragraph hereof, has been spent by the Government in connection with the administration of the Liquor License Laws. 3. What amount was recovered in fines and penalties under the Liquor License Act, in each of the years 1910, 1911 and 1912. Presented to the Legislature, 12th March, 1913. *Mr. McQueen. Not printed.*

No. 75 Return to an Order of the House of the 11th April, 1912, for a Return of copies of all correspondence between the Government and any Minister or Official thereof with respect to the character, efficiency or teaching in the Schools in Simcoe, Stormont, Prescott, Russell and Glengarry Counties since January 1st, 1910. Of all orders, regulations, provisions or other means authorized or directed by the Government or any member or official thereof, to meet or in consequence of any of the said memorials, resolutions, affidavits, protests, charges or complaints. The schools in the said Counties from which the Provincial grant was withheld in the years 1910 and 1911 respectively. The reports or other evidence upon which grants were paid in 1911 to any schools in the said counties from which grants had been withheld in 1910. Presented to the Legislature, 14th March, 1913. *Mr. Elliott. Not printed.*

No. 76 Return to an Order of the House of the 14th March, 1913, for a Return of copies of: 1. All complaints from any other person or persons received in the years 1911 and 1912 by the Government or any Member of the Government regarding the conduct of Police Magistrate Dempsey. 2. All prosecutions instituted or carried on before Superintendent Rogers as a special magistrate within the Town of Cochrane during the years 1911 and 1912. 3. All protests filed with the Government, with the Prime Minister, the Provincial Secretary, Attorney-General or any other Member of the Government by the corporation of the Town of Cochrane, the Board of Trade or the citizens of the Town of Cochrane against the action of Superintendent Rogers in exercising or assuming to exercise jurisdiction within the Town of Cochrane as a special magistrate. Presented to the Legislature, 14th March, 1913. *Mr. Sinclair. Not printed.*

No. 77 Return to an Order of the House of the 26th February, 1913, for a Return of copies of all correspondence between the Department of Education, the Minister of Education himself, and the Board of Trustees of the Schools of the Village of Plantagenet since the 1st day of March, 1905, up to the 1st day of December, 1908, regarding the Teaching of French. Presented to the Legislature, 17th March, 1913. *Mr. Evanturel. Not printed.*

No. 78 Return to an Order of the House of the 24th February, 1913, for a Return of (1) Copies of the letters referred to on the last page of the brief furnished to the Attorney-General by the Crown Counsel in the proceedings against the Stamped Ware Association, showing offences under the different subsections of Section 520 of the Criminal Code, each incriminating letter being marked *a, b, c,* or *d,* as it discloses an offence against a subsection. The said brief forms part of Return 82, Session 1912. (2) Copies of all correspondence between the Crown Counsel and the Government with reference to prosecution of the said combine and all correspondence containing instructions, if any, from the Government not to prosecute. Presented to the Legislature, 17th March, 1913. *Mr. Elliott. Not printed.*

No. 79 Return to an Order of the House of the 14th March, 1913, for a Return of: (1) A copy of the information, depositions and proceedings before the Police Magistrate of Toronto (including the warrant of commitment) with respect to the members of the Tack Combine who were committed for trial by the Police Magistrate of the City of Toronto. (2) Copies of all correspondence passing between the Attorney-General or any one on his behalf or on behalf of the Government and Mr. Du Vernet, K.C., Crown Counsel, or anyone on his behalf with reference to the trial of the members of the Tack Combine. Presented to the Legislature, 17th March, 1913. *Mr. Rowell. Not printed.*

No. 80 Report on Road Construction under 2 George V. Cap. 2, being Consolidated Revenue Act of Ontario. Presented to the Legislature, 19th March, 1913. *Printed.*

No. 81 Return to an Order of the House of the 12th March, 1913, for a Return showing:—Copies of all correspondence between the Chairman or any other member of the T. & N. O. Railway Commission or any other person on their behalf and any official or employee of the T. & N. O. Railway at North Bay relative to the appointment of W. I. Johnston to his present position with the T. & N. O. Railway at North Bay, Ont. Presented to the Legislature, 19th March, 1913. *Mr. Munro. Not printed.*

No. 82 Report of S. Price *re* limitation of hours of Labour of underground workmen in the Mines of Ontario. Presented to the Legislature, 20th March, 1913. *Printed.*

No. 83 Return to an Order of the House of the 7th March, 1913, for a Return showing:—1. Copy of the information laid against one Stone before the Police Magistrate at Collingwood, in January, 1913, for an alleged violation of the Liquor License Act. 2. Copy of the judgment of the magistrate. Presented to the Legislature, 28th March, 1913. *Mr. Anderson (Bruce.) Not printed.*

No. 84 Return to an Order of the House of the 26th February, 1913, for a Return showing:—1. All expenses incurred by the Hydro-Electric Power Commission, or the Government, or by any person or persons on their behalf, in connection with the passing of the Hydro-Electric By-law at North Bay in January, 1913, or for the purpose of procuring the passage of such By-law, or otherwise connected with the submission of such By-law to the electors of North Bay. 2. The names of all persons employed by the Hydro-Electric Power Commission who were in or visited the Town of North Bay during the months of December or January last, and the purposes for which they were employed in the Town of North Bay, and the amounts that were paid to each of them for their services there. 3. Copies of all correspondence between the Hydro-Electric Power Commission, or the Government, or any person or persons on behalf of the Hydro-Electric Power Commission, or the Government, and the Council of the Town of North Bay, or any person on behalf of the said Council, relating to the Hydro-Electric By-law. Presented to the Legislature, 1st April, 1913. *Mr. Mageau. Not printed.*

No. 85 Further interim Report of the Commissioner on the subject of Compensation to Workmen for Injuries sustained in the course of their employment, together with draft Bill, embodying the Commissioner's conclusions. Presented to the Legislature, 2nd April, 1913. *Printed.*

No. 86 A preliminary study by H. G. Acres, of the Hydro-Electric Power Commission, dealing with the possibility of improving the general regimen and local flow characteristics of the Grand River, by means of Storage and Training Works. Presented to the Legislature, 3rd April, 1913. *Not printed.*

No. 87 Return to an Order of the House for a Return showing:—Copies of all correspondence passing between the Department of Education or the Minister or any official thereof and J. Russell McGregor of Gore Bay (President of the Manitoulin Conservative Association), the Public School Board of Gore Bay, the Public School Inspector in Manitoulin or any other person concerning the granting of a temporary teacher's certificate to one Jean McGregor. 2. A copy of the temporary certificate or temporary certificates granted to the said Jean McGregor. 3. Copy of the Departmental Regulations under which the Minister acted in granting the temporary certificate to the said Jean McGregor. 4. Copies of all advertisements (stating the dates of the same), inserted in any paper or papers prior to the granting of such temporary certificate to Jean McGregor, as required by subsection 2 of section 2 of Circular 30½, dated 7th May, 1912, issued by the Department of Education. 5. The evidence (if any) which the Minister had before him at the time such tem-

porary certificate was granted, that the school board had " taken due measures to obtain a teacher with the prescribed grade of certificate," before the Inspector made his recommendation that Jean McGregor should be granted a temporary certificate. Presented to the Legislature, 4th April, 1913. *Mr. Marshall. Not printed.*

No. 88 A return to an Order of the House of the 21st February, 1913, for a Return showing:—1. All petitions, letters and other documents passing between the British settlers at Jeannette, Kent County, Ontario, and the Premier, the Minister of Agriculture, or any other member of the Government, or any officer or official thereof. 2. All reports by any officer or official of the Government on conditions at Jeannette. 3. All correspondence with the Department of Colonization, the Minister of Agriculture, or any officer or official of the Government in reference to the conditions at Jeannette. Presented to the Legislature, 7th April, 1913. *Mr. Anderson (Bruce.) Not printed.*

No. 89 Return to an Order of the House of the 26th February, 1913, for a Return showing:—1. The number of passes issued by the Timiskaming and Northern Ontario Railway Commission over its line of railway or any part thereof during the period from July 1st, 1911, to 1st July, 1912. 2. The persons to whom the said passes were granted. 3. The purpose for which each of the said passes was granted. Presented to the Legislature, 7th April, 1913. *Mr. Mageau. Not printed.*

No. 90 Return to an Order of the House of the 10th March, 1913, for a Return showing:—1. Copies of the agreements entered into by the members of the following combines and seized by the Toronto Police: (*a*) The Saw Manufacturers' Association; (*b*) The Canadian Churn Manufacturing Association; (*c*) The Hame and Saddlery Hardware Manufacturing Association. 2. Copies of all correspondence between the Attorney-General or any other Member of the Government and any counsel with reference to the prosecution of the said combines. Presented to the Legislature, 8th April, 1913. *Mr. Elliott. Not printed.*

No. 91 Return to an Order of the House of the 2nd April, 1913, for a Return showing:—Copies of all reports received by or in the possession of the Government upon the timber in Algonquin National Park covered by the following agreements:—1. Agreement dated 18th June, 1912, between the Crown and the Bank of Montreal. 2. Agreement dated 15th June, 1912, between the Crown and J. R. Booth. 3. Agreement dated 4th June, 1912, between the Crown and H. Stikeman, General Manager of the Bank of British North America. Presented to the Legislature, 8th April, 1913. *Mr. Marshall. Not printed.*

No. 92 Return to an Order of the House of the 3rd April, 1913, for a Return showing:—The findings of the Grand Jury in the prosecution against the Tack Combine. Presented to the Legislature, 8th April, 1913. *Mr. Sinclair. Not printed.*

No. 93 Return to an Address to His Honour the Lieutenant-Governor of the third day of April, 1913, praying that he will cause to be laid before this House, a Return of copies of all Orders in Council passed during the years 1906, 1907, 1908, 1909, 1910, 1911, 1912, increasing or decreasing the duties payable for tavern or shop licenses in any Provincial or Judicial District or in any municipality or locality situated therein, under authority of 6 Edw. VII., Chap. 47, Sec. 10 (1), and showing in respect to every such Order in Council: (*a*) the date of the same, (*b*) the name of the person holding the shop or tavern license affected by the said Order in Council, (*c*) the place where such shop or tavern license was held, (*d*) the amount of license fee as fixed by such Order in Council, (*e*) the amount of the license fee previous to such increase. Presented to the Legislature, 8th April, 1913. *Mr. Anderson (Bruce.) Not printed.*

No. 94 Return to an Order of the House of the 14th March, 1913, for a Return showing:—1. The number of instruments registered in each of the years 1909, 1910, and 1911, in the Land Titles Office, at Toronto. 2. The total amount of fees received in each of the said years. 3. The total amount of disbursements for each such year. 4. The amount of the Guarantee Fund. 5. The total losses. 6. The number of Plans of sub-division. Presented to the Legislature, 9th April, 1913. *Mr. Proudfoot. Not printed.*

No. 95 Copies of Orders-in-Council in accordance with the provisions of subsection 6 of section 78 of the Surrogate Courts Act. Presented to the Legislature, 14th April, 1913. *Not printed.*

No. 96 Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 3rd day of April, A.D. 1913, approving of the accompanying regulation, being a regulation of the Provincial Board of Health, for the control of Communicable Diseases under the provisions of the Public Health Act, Chapter 58, 2 George V. Also Regulations of the Provincial Board of Health, Ontario, approved by His Honour the Lieutenant-Governor in Council on the 10th day of August, 1912. Presented to the Legislature, 14th April, 1913. *Not printed.*

No. 97 Return to an Order of the House of the 19th February, 1913, for a Return showing:—1. The names of all Counsel retained on behalf of the Crown at any criminal assize in the Province during the year ending 31st December, 1912. 2. The Assize at which each Counsel was so retained. 3. The amount paid

to every such Counsel for services rendered to the Crown at every such assize. 4. The names of all Solicitors or Counsel employed or retained by the Crown for any other purposes during the year ending 31st December, 1912, showing:—(*a*) The amount paid to every such Solicitor or Counsel. (*b*) The matter in respect of which such Counsel or Solicitor was so employed or retained. 5. The total amounts paid to Counsel for the Crown in criminal or other proceedings for the years 1910, 1911 and 1912. Presented to the Legislature, 14th April, 1913. *Mr. Richardson. Not printed.*

No. 98 Return to an Order of the House of the 9th April, 1913, for a Return showing:—1. Copies of all correspondence during the past year between the Minister of Agriculture or any other member or official of the Government and N. B. Colcock (formerly employed in the London Office of the Colonization and Emigration Branch) relating to the reorganization of the London Office, to the staff thereof, or to the resignation of the said Colcock, or to his dismissal from office, or to his retirement from the service of the Government, or to any other matters connected therewith. 2. Copies of all correspondence during the last year between the Minister of Agriculture or any other member or official of the Government and any other person or persons relating to the matters aforesaid. Presented to the Legislature, 15th April, 1913. *Mr. Anderson (Bruce.) Not printed.*

No. 99 Return to an Order of the House of the 15th April, 1913, for a Return showing:—Copies of all reports received by the Government and other information in the possession of the Government: 1. In reference to the general character of the country through which the projected line of the Bruce Mines and Algoma Railroad runs, and of the lands proposed to be granted to the said railway. 2. In reference to the extent and character of the different classes of timber on said lands. 3. In reference to the extent and character of the agricultural lands within the said areas. 4. In reference to the portion of the Mississagi Forest Reserve through which the projected line will pass and the effect that the construction of the said line will have upon the timber in the said Reserve. 5. The estimated length of the said line and the total estimated area of land to be granted to the said railway company. 6. In reference to the surveys already made, and the probable route of the said railway. 7. The names of the parties at present interested in or owning the said railway and who are responsible for its promotion with full information as to their business occupation and financial standing. 8. The character of the plants, mills or other industries upon which the railway undertakes to expend $3,500,000 and the site or sites where it is proposed to locate the same; and if the parties now interested in the railway are the parties who

are to control the industries proposed to be established. Presented to the Legislature, 17th April, 1913. *Mr. Atkinson. Not printed.*

No. 100 Copies of Orders in Council approved by His Honour the Lieutenant-Governor the 12th day of April, A.D. 1913, appointing John Donnelly, Esquire, one of the Governors of the School of Mining, Kingston, in the room and stead of H. W. Richardson, resigned, and Agreements made between the Canada Publishing Company and His Majesty the King, respecting the right to print, publish and supply the Ontario High School English Grammar, and the Ontario High School Reader; also, an Agreement between the Copp, Clark Company, Ltd., and His Majesty the King, respecting the right to print, publish and supply the Ontario High School Reader. Presented to the Legislature, 18th April, 1913. *Not printed.*

No. 101 Return to an Order of the House of the 2nd April, 1913, for a Return showing:—All tavern and shop licenses, the renewal of which has been prohibited by the Provincial Secretary under Section 23 of 6 Edward VII., Chapter 47, as amended by Section 13 of 1 George V. Chap. 64. Presented to the Legislature, 18th April, 1913. *Mr. Proudfoot. Not printed.*

No. 102 Return to an Order of the House of the 27th March, 1913, for a Return showing:—Copies of all licenses or permits granted by the Game and Fisheries Department to the Dominion Fish Company, or to any person on its behalf during the seasons 1910, 1911 and 1912. Presented to the Legislature, 18th April, 1913. *Mr. Clarke. Not printed.*

No. 103 Return to an Order of the House of the 9th April, 1913, for a Return showing:—1. All correspondence between any member or official of the Government or any other person or persons, relating to the application of one John Lapointe of Spanish, for a renewal of his fishery license for the years 1911 and 1912. 2. Any reports or recommendations relating to the matter made by any official of the Game and Fisheries Department. Presented to the Legislature, 18th April, 1913. *Mr. Clarke. Not printed.*

No. 104 Return to an Order of the House of the 10th March, 1913, for a Return showing:—(*a*) Copies of all correspondence between any official of the Government and the Standard Insurance Company during the years 1907, 1908 and 1909. (*b*) A copy of any Reports made by the Inspector who inspected the books of the Standard Insurance Company during the same years. (*c*) Copies of all correspondence between any official of the Government and the Liquidator of the Standard Insurance Company. Presented to the Legislature, 18th April, 1913. *Mr. Elliott. Not printed.*

No. 105 Return to an Order of the House of the 19th February, 1913, for a Return showing:—1. All presentments made by Grand Juries within the Province of Ontario during the year ending 31st December, 1912, stating the assize at which each presentment was made and the date. Presented to the Legislature, 18th April, 1913. *Mr. Sinclair. Not printed.*

No. 106 Return to an Order of the House of the 26th February, 1913, for a Return showing:—1. The amount of money expended directly by the Government in each of the years 1911 and 1912, in the construction or repair of (*a*) roads; (*b*) bridges, and (*c*) drains in each of the Districts of Sudbury, Nipissing, Parry Sound and Sturgeon Falls, distinguishing the amount spent in each of said Districts for each of said purposes. 2. The amount of money expended during 1911 and 1912, by the Government by way of aid to any municipalities in the said Districts in the construction or repair of roads, bridges or drains, stating in respect to each work which was undertaken with Government aid as aforesaid. (*a*) The purpose of the work, that is, whether for roads, bridges or drains, and whether for construction or repair. (*b*) The District in which such work was undertaken. (*c*) The amount expended by the Government on such work. (*d*) The amount expended by the municipality on such work. Presented to the Legislature, 18th April, 1913. *Mr. Mageau. Not printed.*

No. 107 Return to an Order of the House of the 27th February, 1913, for a Return of:—1. Copies of all correspondence during the years 1910 and 1911 between the Minister of Lands, Forests and Mines, or any other member of the Government, and the Imperial Paper Mills Company, or the Liquidator or Interim Liquidator of the Imperial Paper Mills with reference to the diversion of water from Lake Temagimi into the Montreal River. 2. Copies of all correspondence passing during the years 1910 and 1911 between the Minister of Lands, Forests and Mines or any other member of the Government, and the Council of the Town of Sturgeon Falls, or any official or any other person on behalf of the Town of Sturgeon Falls, or the Board of Trade of the Town of Sturgeon Falls, or any person on behalf of the said Board of Trade. 3. How many cubic feet of water per second have been diverted from Lake Temagimi into the Montreal River, and what is the available head of water, and what is the horse power. Presented to the Legislature, 21st April, 1913. *Mr. Mageau. Not printed.*

No. 108 Statement of distribution of Revised and Sessional Statutes for the year 1912. *Not printed.*

No. 109 Return to an Order of the House of the 10th March, 1913, for a Return showing copies of the resolutions (if any) adopted at the Board Meeting held at the Horticultural Experiment Station at Jordan Harbour on or about December 17th last. Pre-

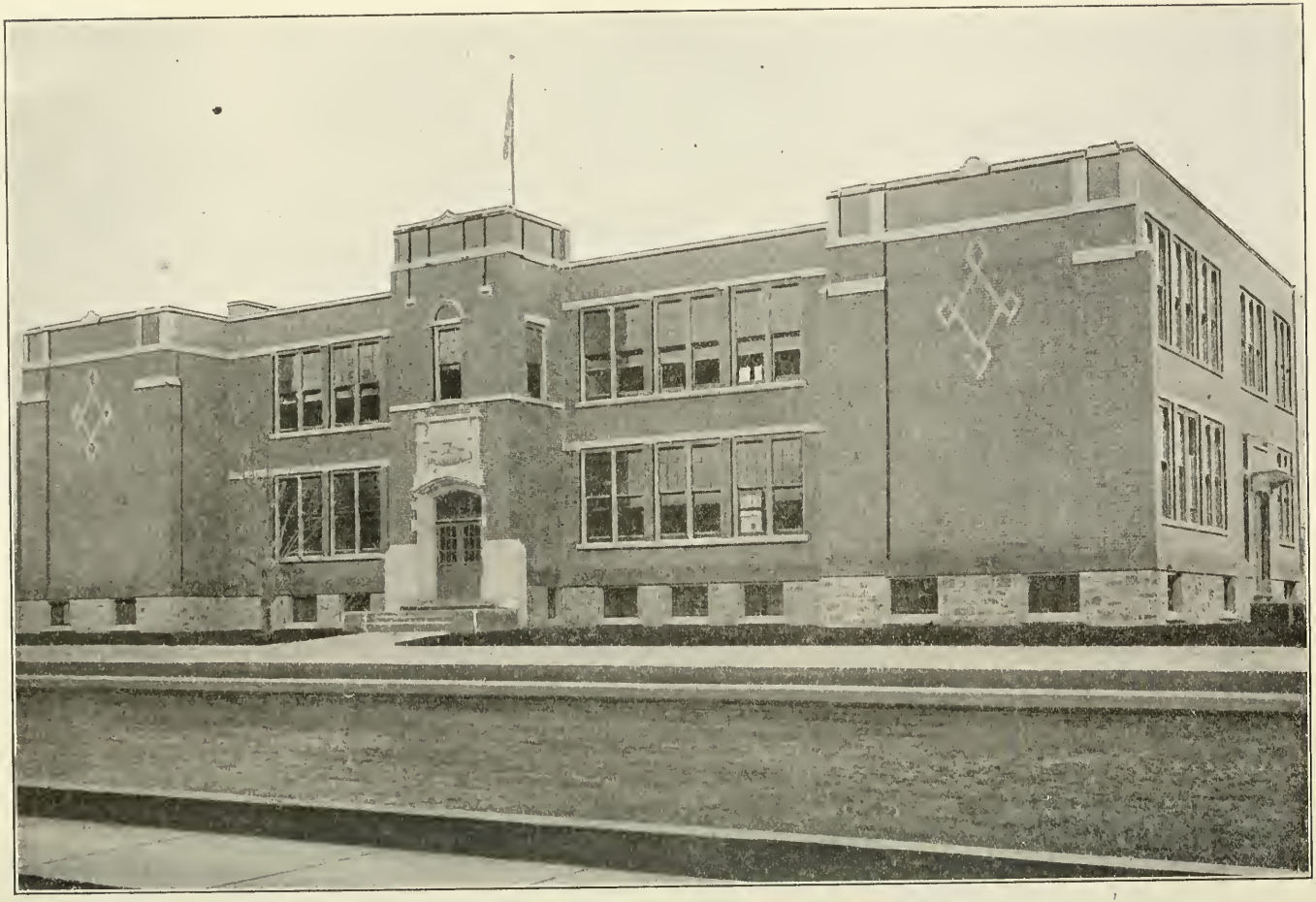
sented to the Legislature, 23rd April, 1913. *Mr. Anderson (Bruce.) Not printed.*

No. 110 Return to an Order of the House of the 27th March, 1913, for a Return showing:—1. Copy of an Order in Council dated the 23rd April, 1910, reducing the royalty payable to the T. & N. O. Railway by the Right of Way Mining Company. 2. Copy of an Order in Council dated 17th December, 1912, further reducing the royalty payable by the Right of Way Mining Company to the T. & N. O. Railway. 3. Copy of an Order in Council dated December 14th, 1909, reducing the royalty payable by the Cobalt Townsite Mining Company to the T. & N. O. Railway. 4. Copy of an Order in Council dated December 17th, 1912, further reducing the royalty payable by the Cobalt Townsite Mining Company to the T. & N. O. Railway. 5. Copy of an Order in Council dated December, 14th, 1909, reducing the royalty payable by the City of Cobalt Mining Company to the T. & N. O. Railway. 6. Copy of an Order in Council dated December 23rd, 1912, further reducing the royalty payable by the City of Cobalt Mining Company to the T. & N. O. Railway. 7. Copy of an Order in Council dated December 14th, 1909, reducing the royalty payable by the Nancy-Helen Mines, Limited, to the T. & N. O. Railway. 8. Copy of an Order in Council dated December 17th, 1912, further reducing the royalty payable by the Nancy-Helen Mines, Limited, to the T. & N. O. Railway. 9. Copy of an Order in Council dated December 14th, 1909, reducing the royalty payable by the Wright Silver Mining Co., to the T. & N. O. Railway. 10. Copy of an Order in Council dated December 17th, 1912, further reducing the royalty payable by the Wright Silver Mining Co., to the T. & N. O. Railway. 11. Copy of an Order in Council dated December 14th, 1909, reducing the royalty payable by the Railway Reserve Mines, Limited, Jack Pot Silver Mining Company, Ontario Development and Mining Company, and Station Grounds Mining Company, to the T. & N. O. Railway. 12. Copy of an Order in Council dated December 17th, 1912, further reducing the royalty payable by the Railway Reserve Mines, Limited, Jack Pot Silver Mining Co., Ontario Development and Mining Company and Station Grounds Mining Company, to the T. & N. O. Railway. 13. Copy of an Order in Council or agreement reducing the royalty payable by the O'Brien Mine to the Crown. 14. Copy of Order in Council or agreement, further reducing the royalty payable by the Chambers-Ferland Mining Company from 25 *per cent.* of value of ore at pit's mouth, less surface charges, to 25 *per cent.* of net profits. 15. Copy of agreement dated 8th October, 1912, exempting Chambers-Ferland Mining Company from royalty, unless on rich ore being found, when rate of 25 *per cent.* on net profits made to be imposed. Presented to the Legislature, 23rd April, 1913. *Mr. McDonald. Not printed.*

No. 111 Return to an Order of the House of the 26th February, 1913, for a Return shewing:—1. Copies of all correspondence and other papers, documents, etc., seized by the Crown in connection with the prosecution of the Canadian Washing Machine Manufacturing Association. 2. Copies of all correspondence between the Government or any member or official of the Government and any other person or persons relating to the Canadian Washing Machine Manufacturing Association, or the prosecution thereof, or the discontinuance of such prosecution. 3. Copies of all correspondence and other papers, documents, etc., seized by the Crown in connection with the prosecution of the Canadian Clothes Wringer Manufacturing Association. 4. Copies of all correspondence between the Government, or any member or official of the Government, and any other person or persons, relating to the Canadian Clothes Wringer Manufacturing Association, or the prosecution thereof, or the discontinuance of such prosecution. Presented to the Legislature, 23rd April, 1913. *Mr. Sinclair. Not printed.*

No. 112 Return to an Order of the House of the 14th March, 1913, for a Return showing:—For the year 1912. 1. The number of cases in which damage suits were entered in Court against the employer. 2. The number of instances where damages were obtained and the amounts. 3. The number of cases non-suited by the Court. 4. The number of cases where employers settled by paying compensation without damage suit and the amounts. Presented to the Legislature, 7th May, 1913. *Mr. McQueen. Not printed.*

No. 113 Return to an Order of the House of the 27th March, 1913, for a Return showing:—1. The names of the professors of the Faculty of Education (not including instructors in practice schools) at (*a*), Toronto University; (*b*), Queen's University. 2. The number of hours teaching done by each of said professors *per* week. 3. The number of students in attendance in the Faculty of Education during the Session 1912-1913, at (*a*), Toronto University; (*b*), Queen's University. 4.The average cost *per* pupil in the Faculty of Education during each of the last five years at (*a*), Toronto University; (*b*), Queen's University. 5. The number of extra-mural students under instruction by the Faculty of Education at (*a*), Toronto; (*b*), Queen's. 6. The number of hours of instruction *per* session given in each of the following subjects of the course of study in education:—(*a*) History of Education and Educational systems; (*b*) Principles of Education; (*c*) Psychology and General method; (*d*) School management and school law; (*e*) Methods in Public School subjects; (*f*) Methods in High School subjects; (*g*) Art work; (*h*) Commercial work and writing; (*i*) Constructive work; (*j*) Household science; (*k*) Nature study; (*l*) Music; (*m*) Physical training; (*n*) Physiology and Hygiene, including treatment of emergencies. Presented to the Legislature, 7th May, 1913. *Mr. Marshall. Not printed.*



Burlington Continuation and Public School—Erected 1912

# REPORT

OF THE

# Minister of Education

## Province of Ontario

FOR THE YEAR

## 1912

PRINTED BY ORDER OF

THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO
Printed and Published by L. K. CAMERON, Printer to the King's Most Excellent Majesty
1913

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# REPORT

OF THE

# MINISTER OF EDUCATION

## FOR THE YEAR 1912

*To the Honourable* Sir John M. Gibson, K.C.M.G., LL.D., K.C.,
*Lieutenant-Governor of the Province of Ontario.*

May it Please Your Honour:

I beg to present to Your Honour the Report of the Department of Education for the year 1912. It is gratifying to be able to report that the schools of the Province have made steady and satisfactory progress since last year, and that practical proofs of a deep interest in education have been shown in all parts of Ontario, whereas increase of population entails fresh expenditures for additional teachers, for the establishment of new schools, and for the erection of new buildings.

### Progress in Elementary Schools

The total expenditure upon the elementary schools, Public and Separate, in 1911 (the year for which the latest statistics are available) was $9,904,284, an increase of about $813,000 over the previous year. The legislative grants to elementary schools, both urban and rural, increased by more than $86,000, the grants amounting to $892,377 in 1911, as compared with $805,635 in 1910. The total number of pupils enrolled is 459,918. This is an increase of 6,720 over the preceding year. The average attendance has also increased by 6,357. The attendance in rural schools continues to show a slight decrease while that in urban schools increases. In 1911, for the first time, there was a larger enrolment of pupils in urban schools, namely, 50.29 per cent. of the whole.

### Salaries Paid to Teachers

The position of the teacher in elementary schools shows distinct improvement both in respect to the grade of certificate held and the salary paid. In general it may be said that the situation tends toward a satisfactory solution, and the supply of certificated teachers for the schools is approaching normal conditions. In 1911 the average salary paid in all the elementary schools to male teachers was $767; to female teachers, $518. These salaries showed increases of $56 and $35 respectively over 1910. The progress made in this respect during the past six years is remarkable, the average increase for male teachers being $253, and for female teachers $170. While the increase is not so large in the schools of the Northern districts as in the older counties, there are substantial increases recorded throughout the Province. Some counties exhibit greater enterprise than others, and it is deserving of note that in the County of Wentworth the average salary for male teachers is the highest in the Province, namely $618, while Oxford with $606, York with $604,

Waterloo with $600, and Kent with $594, are not far behind. The average salary in the urban schools for male teachers is $1,153, while that in the rural schools is $536, which accounts, not unnaturally, for the difficulty experienced in staffing the rural schools. The generous grants given by the Legislature have been a vital factor in the steady rise in the salary scale, and if school boards generally will follow the policy pursued by some of them in advancing salaries, in a proportion commensurate to the rewards paid to persons in other avocations, an adequate supply of teachers will be found available. I cannot too strongly urge upon the trustees the wisdom of maintaining salaries at the highest point. The continued prosperity of the country, especially in Ontario, is proving a powerful influence in withdrawing some of the best teaching material into more lucrative pursuits and the present is a critical time in determining the decision of young men and young women in their selection of an occupation.

### The Supply of Teachers

The attendance in the professional schools continues large, an evidence that the teaching profession has not lost its attraction. There are at present in the seven Normal Schools 969 teachers in training. In 1912 the number of certificates issued to Normal School graduates was 1076, and the number issued to graduates of the Model Schools was 442. The total number of Second and Third Class certificates issued in 1912 was 1,518. It is apparent, therefore, that without taking into consideration the holders of First Class certificates or those who secure certificates good in the districts after attendance at summer sessions, the supply of teachers must soon be quite adequate, even when allowance is made for the usual withdrawals from the teaching profession on various grounds, for the removals to other Provinces, and for the increasing attractions held out by commercial and other pursuits. But this condition of affairs, reassuring as it is to those who feared that a steady diminution of the supply was inevitable, does not remove the difficulty of securing certificated teachers in certain remote schools or of inducing teachers to accept positions in any schools where the salary is inadequate. In some remote settlements where male teachers are essential, it may be necessary to devise special inducements which will ensure the needed supply, but in the great majority of cases where temporary certificates are demanded the remedy lies in the hands of the trustee boards. Another point of much importance in the present situation is the improvement in the professional standing of teachers in elementary schools. During 1911 the increase of First Class certificates was 28; of Second Class certificates, 565. The total number of Normal trained teachers at work in the schools in 1911 was 6,384 as compared with 5,743 during the previous year. It will be seen, therefore, that the replacing of the lower grade of certificates by the higher is a well-defined movement of recent years and justifies the establishment of the four additional Normal Schools. A complete survey of the situation since 1867, in respect of the grade of the certificates, will be found in the statistical tables.

### Continuation Schools

The Continuation Schools now number 129, with an average daily attendance of 3,487. These schools make secondary education possible to many pupils in rural districts inconveniently distant as regards High Schools, and it is noteworthy that they are attended by 1,955 pupils coming from school sections other than those in which the schools are situated. The Legislative grants amounted to $59,875 and the total expenditures to $252,080.

The percentages of pupils who left during or at the end of the year to enter the various callings of life were as follows: Commerce, 14.44; Agriculture, 13.72; Law, Medicine or the Church, 3.29; Teaching, 21.43; the Trades, 6.72; others, 40.36 per cent.

The pupils in attendance came from the following classes in the proportions specified:

| | |
|---|---|
| Commercial | 14.09 per cent. |
| Agriculture | 44.58 " " |
| Law, Medicine or the Church | 4.79 " " |
| Teaching | .90 " " |
| The Trades | 12.65 " " |
| Other Classes | 22.95 " " |

That Continuation Schools are appreciated by the farming communities is shown by the fact that nearly 45 per cent. of the pupils in attendance are the children of agriculturists. The other pupils, whose parents are engaged in the trades and other occupations, come mainly from the towns and villages, incorporated and unincorporated, where the schools are situated, and many of these parents could not afford to send their sons and daughters to the distant High Schools. In the case of the High Schools and Collegiate Institutes only 28 per cent. of those in attendance come from the farms.

### High Schools

There are 148 High Schools and Collegiate Institutes in the Province with an enrolment of 32,227 pupils. The total expenditures in 1911 amounted to $1,948,058, an increase of $311,892. In the reports of the inspectors will be found conclusive proofs of the liberality of many localities toward their high schools and a readiness to make the improvements needed to bring their schools up to the standard of present day requirements. That thorough and systematic inspection is a factor in stimulating not merely the work of the classes but the interest taken by the trustees in the progress of the school is manifest to all who have at heart the efficiency of secondary education. Inspector Wetherell makes a valuable comparison between the conditions prevailing forty years ago and those of to-day, founded upon the reports of the inspector during that period and from the citations made we gain an insight into the advances which have taken place. It may be noted that 64 High Schools are now free to resident pupils.

### Agricultural Training

The extension of agricultural training in connection with High Schools and elementary schools continues to make progress. The number of agricultural departments connected with Continuation and High Schools and Collegiate Institutes is 27. The schools thus provided are situated at Paris, Walkerton, Carp, Orangeville, Morrisburg, Dutton, Essex, Sydenham, Fort William, Markdale, Stirling, Petrolea, Perth, Napanee, Athens, Simcoe, Port Hope, Whitby, Norwood, Picton, Sault Ste. Marie, Collingwood, New Liskeard, Lindsay, Galt, Welland, and Newmarket. The teachers entrusted with this important branch of instruction, being also county representatives of the Department of Agriculture, with many duties associated with field work to be performed, are not able to devote as much

time to the school programme as a regular member of the school staff could. In order, therefore, to encourage a supply of teachers who shall be competent to teach both the science and agricultural courses in the High Schools, the new degree of Bachelor of Science in Agriculture has been established at the Universities of Toronto, Queen's and McMaster, the first two years being taken at the Universities and the last two at the Agricultural College. The course arranged for this degree will provide the teachers required for the schools, and to encourage candidates to pursue the course the Government proposes to offer a scholarship of $100.00 at the end of each of the two years to be taken at Guelph to every candidate who passes the final examination of the year and is recommended therefor by the President of the College.

The director of elementary agricultural education presides over the work of encouraging such training in the elementary schools, and is able to report favourably upon the progress made in 1912. The Normal School classes, consisting of Grade A teachers, who take a special course lasting nine and a half weeks at Guelph, are continued and the number in attendance in 1912 was 45. The summer school was well attended. The grants given to school gardens are stimulating the establishment of gardens connected with rural schools and all the gardens are being conducted under teachers trained at the Agricultural College. Many schools, not drawing grants, receive seeds, shrubs and other material from Guelph, and are thus arousing an interest in agriculture and horticulture among the pupils. The complete programme of work now being carried out is the beginning, but a good beginning, of a provincial system for promoting agricultural training in all our rural schools.

### Schools for the Blind and the Deaf

The reports of the officers in charge of the institutions, at Brantford and Belleville respectively, for blind children and deaf children, show that the pupils are making good progress. As these institutions are wholly educational in character and are designed to train children who are not defective mentally, it is intended to recommend that they be designated in future as schools and that the statute be modified to that effect. Principal Gardiner, of Brantford, reports the attendance of 124 pupils who have made satisfactory advances in the various subjects. The literary courses have been inspected as usual by Mr. E. E. C. Kilmer, B.A., Public School Inspector, and the musical instruction by Dr. Albert Ham, F.R.C.O. The manual and industrial training includes bead work, sewing and darning, knitting and crocheting, willow work, hammock netting and the various branches of the Sloyd system. Principal Coughlin, of Belleville, reports favourably in respect to both the physical health of the pupils and their educational advancement. The public school courses are followed, as far as practicable, in each institution, and at Belleville, the literary examiner, who is the local Public School Inspector, believes that the attainment of the standard of High School Entrance may soon be realized. New dormitories for the pupils are in course of erection both at Belleville and Brantford and the physical welfare of the children is carefully supervised.

### Public Library Work

The work of the Public Libraries branch continues to be carried on under most encouraging conditions. There is an awakened interest in library matters throughout the Province, and I acknowledge the valuable efforts of the Ontario Library Association in this connection. The annual meeting of the American Library Association was held in Canada in 1912, and the Department was glad to make such arrangements as would provide for the attendance of as many Ontario librarians and library workers as possible at the convention. The tributes paid by the visitors to the condition of the work in this Province are satisfactory evidences that impartial observers find Ontario's systematic efforts and state aid producing good results. The circulation of Travelling Libraries was somewhat interrupted by the removal of the departmental offices from St. James Square to the Parliament Buildings, but there were during the year 167 of these libraries in circulation. The summer school for the training of library workers, the second of the kind in Ontario, was held in May and June, under the charge of the Inspector of Public Libraries, Mr. W. R. Nursey, and was well attended.

### Educational Publications

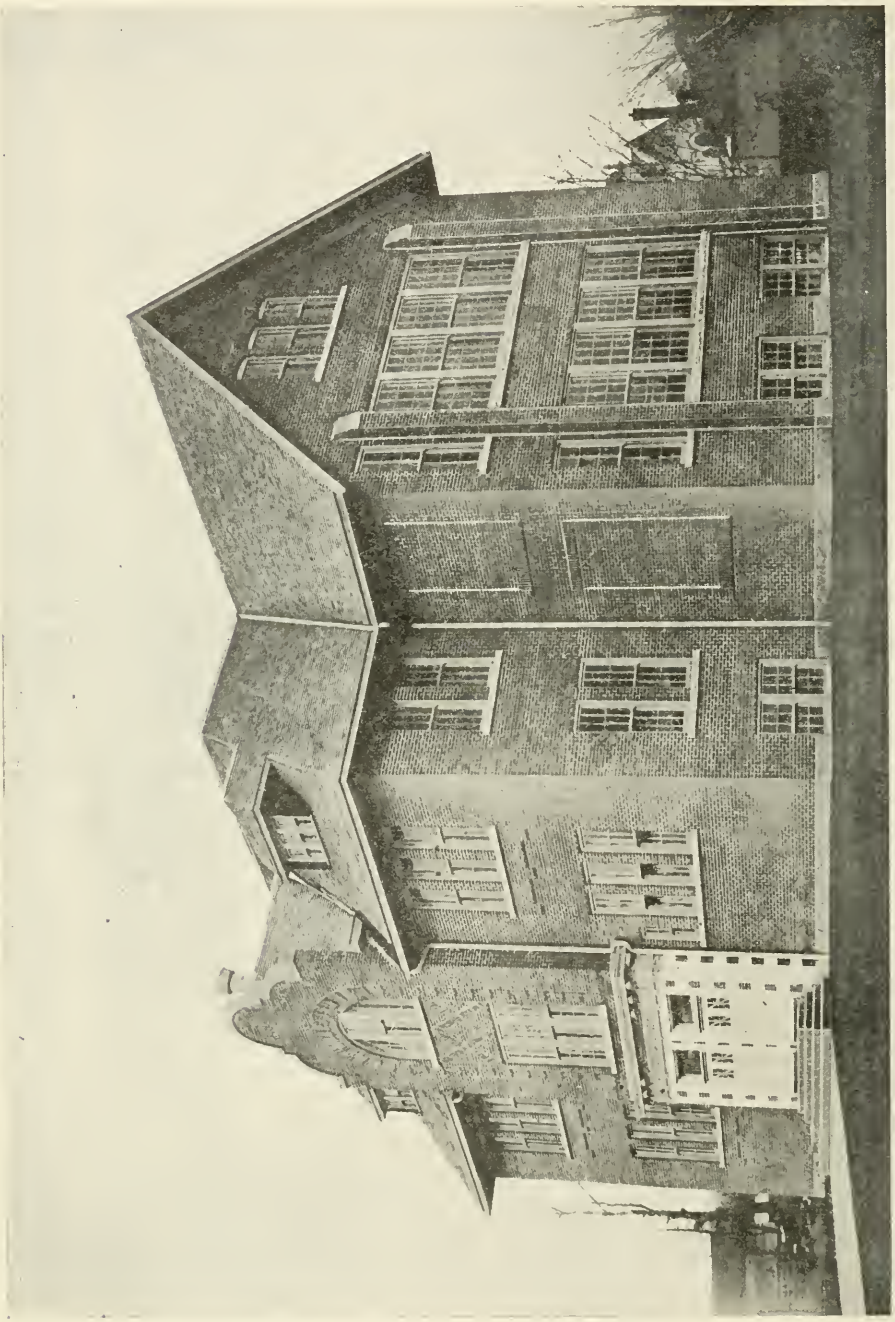
The publication of bulletins, dealing with subjects of educational importance has been begun. Two of these have already been issued, namely, one containing a critical survey of the Montessori system of child-training, written by Dr. S. A. Morgan, of Hamilton, the other an elaborate and valuable report upon the extension of industrial, technical and art training in the Province, prepared under the supervision of the Superintendent of Education, while other bulletins are to appear from time to time. By means of these bulletins it is believed that stimulus will be given to various branches of school work, and information of value disseminated to the advantage of teachers and of the general public. Two bulletins have also been issued in the agricultural education series and more are to follow. During the year teachers' manuals upon arithmetic, grammar, and history have been added to the list of those already in use and a manual to aid teachers in the instruction of French-speaking children in the English language has been placed in the English-French Schools. To the authorized list of text-books has been added the Ontario High School English Composition, and it was published at a low price under the system of open competition. A supplementary reader in geography, to be supplied to pupils, under the Regulations, through the school libraries, was published in 1912.

Respectfully submitted,

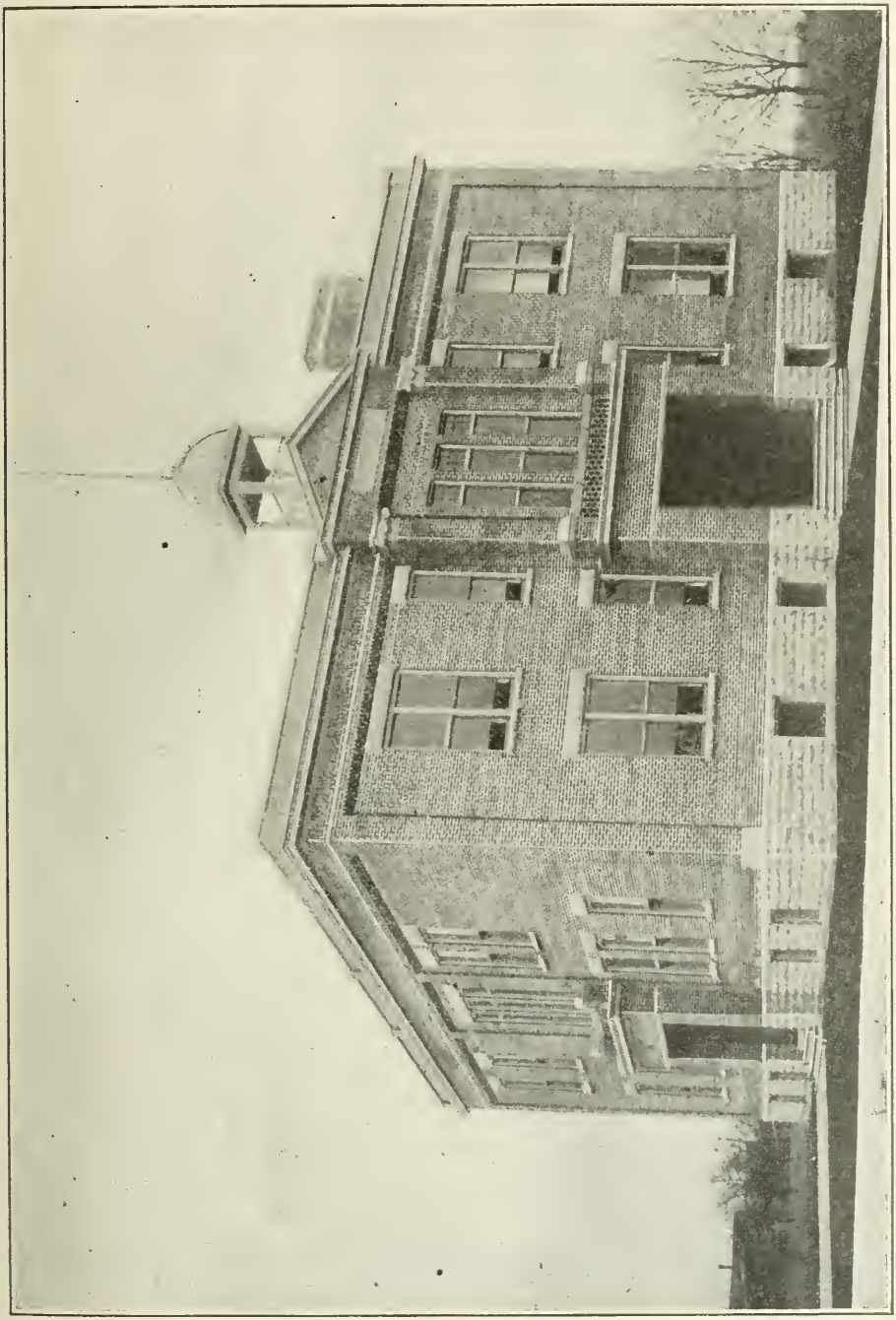
R. A. Pyne,

*Minister of Education.*

*Toronto, February, 1913.*

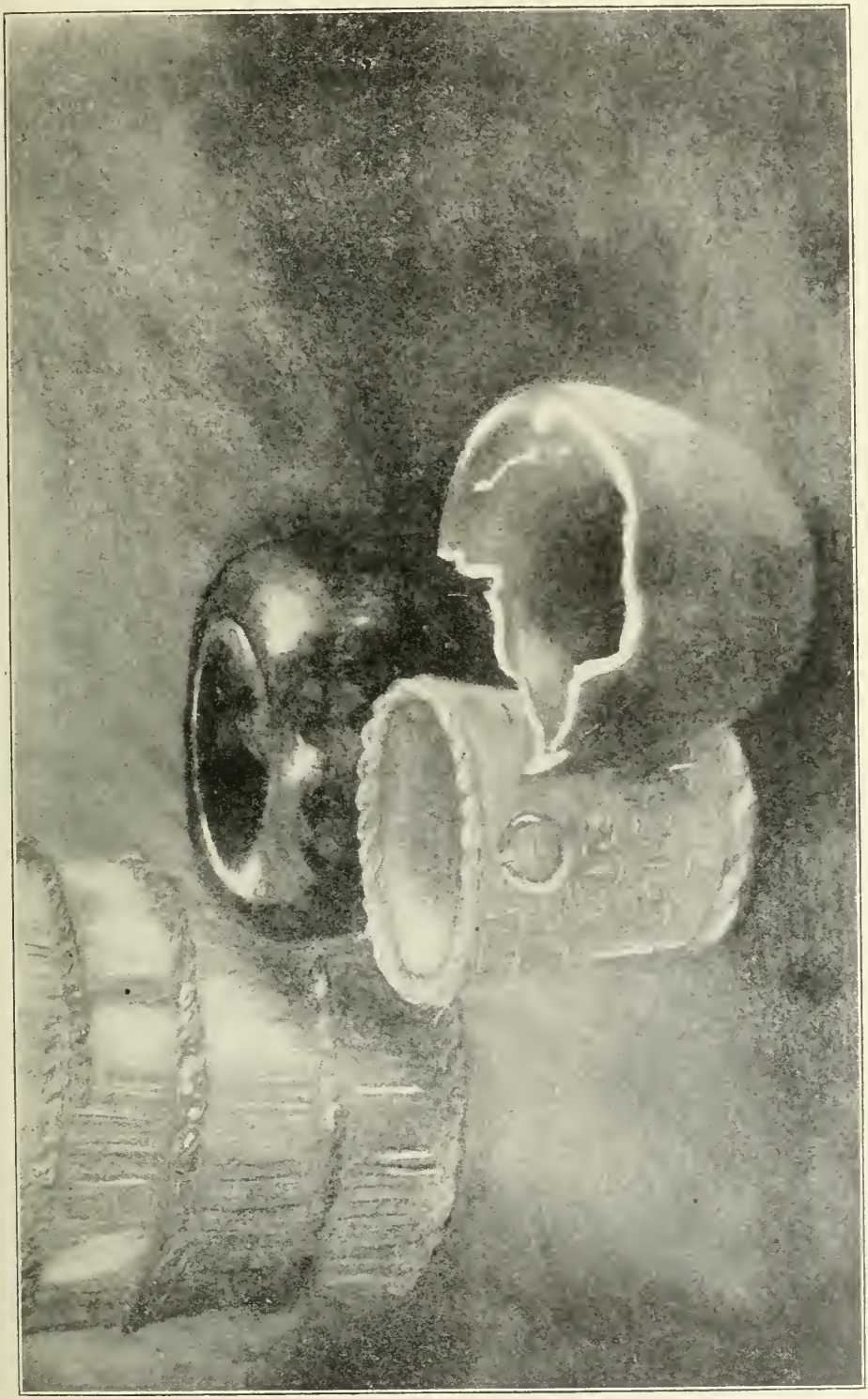


Hanover Continuation and Public School, erected 1912



Wallaceburg Continuation School, erected 1912

Figure Drawing, Third Class, Ottawa Normal Model School



Pottery Study in Coloured Chalk, Ottawa Normal School

# SUMMARY OF STATISTICS

## I. ELEMENTARY SCHOOLS

### a. Public Schools

| | | |
|---|---|---|
| Number of Public Schools in 1911 | | 5,921 |
| Number of enrolled pupils of all ages in the Public Schools during the year (exclusive of Continuation, Kindergarten and Night School pupils) | | 400,552 |
| Increase for the year | 4,521 | |
| Average daily attendance of pupils | | 244,674 |
| Increase for the year | 5,207 | |
| Percentage of average attendance to total attendance | | 61.08 |
| Increase for the year | .63 | |
| Number of persons employed as teachers (exclusive of Continuation, Kindergarten and Night School teachers) in the Public Schools: men, 1,409; women, 7,940; total | | 9,349 |
| Increase for the year | 195 | |
| Number of teachers who attended Normal School | | 6,007 |
| Increase for the year | 586 | |
| Number of teachers who attended Normal College or Faculty of Education | | 528 |
| Number of Teachers with a University degree | | 87 |
| Average annual salary for male teachers | | $767 |
| Increase for the year | $56 | |
| Average annual salary for female teachers | | $518 |
| Increase for the year | $35 | |
| Average experience of male teachers | | 11.90 years |
| Average experience of female teachers | | 7.28 years |
| Amount expended for Public School houses (sites and buildings) | | $1,995,856 |
| Amount expended for teachers' salaries | | $5,196,563 |
| Amount expended for all other purposes | | $1,813,975 |
| Total amount expended on Public Schools | | $9,006,394 |
| Cost per pupil (enrolled attendance) | | $22.48 |
| Increase for the year | $1.98 | |

### b. Roman Catholic Separate Schools

| | | |
|---|---|---|
| Number of Roman Catholic Separate Schools in 1911 | | 495 |
| Increase for the year | 11 | |
| Number of enrolled pupils of all ages | | 59,396 |
| Increase for the year | 2,133 | |
| Average daily attendance of pupils | | 37,310 |
| Increase for the year | 929 | |
| Percentage of average attendance to total attendance | | 62.81 |
| Decrease for the year | .72 | |
| Number of teachers | | 1,193 |
| Increase for the year | 44 | |
| Amount expended for School houses (sites and buildings) | | $168,603 |
| Amount expended for teachers' salaries | | $413,650 |
| Amount expended for all other purposes | | $315,637 |
| Total amount expended on R. C. Separate Schools | | $897,890 |
| Decrease for the year | $206,590 | |
| Cost per pupil (enrolled attendance) | | $15.11 |
| Decrease for the year | $4.17 | |

### c. Protestant Separate Schools

| | | |
|---|---|---|
| Number of Protestant Separate Schools (included with Public Schools, *a*) in 1911 | | 6 |
| Number of enrolled pupils | | 424 |
| Increase for the year | 5 | |
| Average daily attendance of pupils | | 260 |
| Increase for the year | 11 | |

### d. Kindergartens

| | | |
|---|---|---|
| Number of Kindergartens in 1911 | | 194 |
| Increase for the year | 24 | |
| Number of pupils enrolled | | 20,677 |
| Increase for the year | 1,734 | |
| Average daily attendance of pupils | | 7,591 |
| Increase for the year | 745 | |
| Number of teachers engaged | | 358 |
| Increase for the year | 24 | |

### e. Night Public Schools

| | | |
|---|---|---|
| Number of Night Schools in 1911-1912 | | 21 |
| Decrease for the year | 2 | |
| Number of pupils enrolled | | 1,573 |
| Decrease for the year | 72 | |
| Average daily attendance of pupils | | 351 |
| Increase for the year | 7 | |
| Number of teachers engaged | | 40 |
| Decrease for the year | 6 | |

## II. SECONDARY SCHOOLS

### a. High Schools and Collegiate Institutes

| | | |
|---|---|---|
| Number of High Schools (including 43 Collegiate Institutes) in 1911 | | 148 |
| Increase for the year | 2 | |
| Number of pupils enrolled in High Schools | | 32,227 |
| Decrease for the year | 385 | |
| Average daily attendance of pupils | | 20,177 |
| Decrease for the year | 212 | |
| *Number of teachers in High Schools | | 898 |
| Increase for the year | 45 | |
| *Average annual salary, Principals | | $1,670 |
| Increase for the year | $88 | |
| *Average annual salary, Assistants | | $1,241 |
| Increase for the year | $47 | |
| *Average annual salary, all teachers | | $1,312 |
| Increase for the year | $53 | |
| *Highest salary paid | | $5,000 |
| Increase for the year | | $1,500 |
| Amount expended for teachers' salaries | | $1,141,124 |
| Amount expended for school houses (sites and buildings) | | $470,757 |
| Amount expended for all other purposes | | $336,177 |
| Total amount expended on High Schools | | $1,948,058 |
| Increase for the year | $311,892 | |
| Cost per pupil (enrolled attendance) | | $60.44 |
| Increase for the year | $10.27 | |

### b. Continuation Schools

| | | |
|---|---|---|
| Number of Continuation Schools, 1911 | | 129 |
| Number of pupils in attendance | | 5,753 |
| Average daily attendance of pupils | | 3,487 |
| *Number of teachers | | 218 |
| Increase for the year | 3 | |
| *Average annual salary, Principals | | $1,000 |
| Increase for the year | $108 | |
| *Average annual salary, Assistants | | $702 |
| Increase for the year | $65 | |
| *Highest salary paid | | $1,600 |
| Increase for the year | $100 | |
| Amount expended on teachers' salaries | | $177,057 |
| Amount expended for school houses | | $40,907 |
| Amount expended for all other purposes | | $34,116 |
| Total amount expended on Continuation Schools | | $252,080 |
| Cost per pupil (enrolled attendance) | | $43.82 |

*These statistics are based on Returns to the Department, dated January, 1912.

### c. Night High Schools

| | |
|---|---|
| Number of Night High Schools in 1911-1912 | 2 |
| Number of pupils enrolled | 77 |
| Average daily attendance of pupils | 34 |
| Number of teachers engaged | 7 |

## III. GENERAL

### Elementary and Secondary Schools

| | | |
|---|---|---|
| Total population of the Province, 1911 | | 2,523,358 |
| Pupils enrolled in elementary and secondary schools, 1911 | | 520,255 |
| Increase for the year | 7,910 | |
| Average daily attendance | | 313,624 |
| Increase for the year | 6,687 | |
| Percentage of total population enrolled | | 20.61 |
| Average cost per head of total population in 1911 | | $4.79 |

**Average Cost per Pupil (enrolled attendance) in all Schools**

| | 1902 | 1907 | 1910 | 1911 |
|---|---|---|---|---|
| Sites and buildings | $0 97 | $2 86 | $4 76 | $5 14 |
| Teachers' salaries | 7 63 | 10 44 | 12 40 | 13 32 |
| All other expenses | 2 80 | 4 40 | 4 27 | 4 80 |
| For all purposes | $11 40 | $17 70 | $21 43 | $23 26 |

**Average Cost per Pupil (average attendance) in all Schools**

| | 1902 | 1907 | 1910 | 1911 |
|---|---|---|---|---|
| Sites and buildings | $1 70 | $4 86 | $7 94 | $8 53 |
| Teachers' salaries | 13 34 | 17 78 | 20 70 | 22 09 |
| All other expenses | 4 89 | 7 50 | 7 13 | 7 97 |
| For all purposes | $19 93 | $30 14 | $35 77 | $38 59 |

# COMPARATIVE SCHOOL STATISTICS, 1867-1911

## I. PUBLIC AND SEPARATE SCHOOLS

These tables, 1, 2, 3, 4, and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. In Appendix A. the tables A, B, C. D, and E give the statistics of the Public Schools including Protestant Separate Schools; the statistics of the R. C. Separate Schools are given in Tables F and G; those of the Protestant Separate Schools appear in Table N; the Kindergarten, in Table O; and the Night Schools, in Table P.

### 1. School Population—Attendance

**The School population of the Province (as ascertained by the assessors), and the School attendance, are given in the following table:**

| Year | School age | School population | Pupils enrolled under 5 years of age | Pupils enrolled 5 to 21 | Pupils enrolled over 21 | Total number of enrolled pupils | Boys | Girls | Average daily attendance | Percentage of average attendance to total number attending school |
|---|---|---|---|---|---|---|---|---|---|---|
| 1867.. | 5—16 | 447,726 | ..... .. | a380,511 | b21,132 | 401,643 | 213,019 | 188,624 | 163,974 | 40.82 |
| 1872.. | 5—16 | 495,756 | ..... | a433,664 | b20,998 | 454,662 | 238,848 | 215,814 | 188,701 | 41.50 |
| 1877.. | 5—16 | 494,804 | 1,430 | 488,553 | 877 | 490,860 | 261,070 | 229,790 | 217,184 | 44.25 |
| 1882.. | 5—16 | 483,817 | 1,352 | 469,751 | 409 | 471,512 | 246,966 | 224,546 | 214,176 | 45.42 |
| 1887.. | 5—21 | 611,212 | 1,569 | 491,242 | 401 | 493,212 | 259,083 | 234,129 | 245,152 | 49.71 |
| 1892.. | 5—21 | 595,238 | 1,636 | 483,643 | 391 | 485,670 | 253,091 | 232,579 | 253,830 | 52.26 |
| 1897.. | 5—21 | 590,055 | 1,385 | 481,120 | 272 | 482,777 | 251,677 | 231,100 | 273,544 | 56.66 |
| 1902.. | 5—21 | 584,512 | 1,001 | 452,977 | 110 | 454,088 | 232,880 | 221,208 | 261,480 | 57.58 |
| 1907.. | 5—21 | 590,285 | 691 | 447,452 | 75 | 448,218 | 229,794 | 218,424 | 266,503 | 59.45 |
| 1910.. | 5—21 | 599,541 | 595 | 458,474 | 76 | 459,145 | 235,131 | 224,014 | 279,358 | 60.84 |
| 1911.. | 5—21 | 604,555 | 665 | 459,247 | c36 | c459,948 | c236,147 | c223,801 | c281,984 | 61.30 |

*a* 5—16.
*b* Other ages than 5 to 16.
*c* Continuation School attendance excluded. The increases for the year 1911 in enrolled and average attendances were 6,720 and 6,357 respectively.
Note.—Kindergarten and Night School pupils are not included in above table.

The percentage of average to total attendance increased by .46 per cent.

**The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:**

| Year | Attendance in Rural Schools | Attendance in Urban Schools |
|---|---|---|
| 1903 | 260,617 or 57.88% of total | 189,661 or 42.12% of total |
| 1907 | 242,247 or 54.05% of total | 205,971 or 45.95% of total |
| 1910 | 233,092 or 50.76% of total | 226,053 or 49.23% of total |
| 1911 | 228,617 or 49.70% of total | 231,331 or 50.29% of total |

## 2. Classification of Pupils

| Year | 1st Reader, Part I, or Primer | 1st Reader, Part II, or 1st Book | 2nd Book | 3rd Book | 4th Book | 5th Book, or beyond 4th Book | Drawing (Art) |
|---|---|---|---|---|---|---|---|
| 1867 | ..... | *79,365 | 98,184 | 83,211 | 68,896 | 71,987 | 5,450 |
| 1872 | ..... | *160,828 | 100,245 | 96,481 | 67,440 | 29,668 | 57,582 |
| 1877 | ..... | *153,630 | 108,678 | 135,824 | 72,871 | 19,857 | 153,036 |
| 1882 | ..... | *165,834 | 106,229 | 117,352 | 71,740 | 10,357 | 176,432 |
| 1887 | 115,657 | 76,704 | 100,533 | 108,096 | 81,984 | 10,238 | 375,097 |
| 1892 | 114,932 | 73,015 | 96,074 | 99,345 | 88,934 | 13,370 | 435,239 |
| 1897 | 110,567 | 70,808 | 91,330 | 99,682 | 89,314 | 21,076 | 448,444 |
| 1902 | 107,441 | 69,062 | 85,732 | 90,630 | 83,738 | 17,485 | 434,030 |
| 1907 | 112,552 | 60,194 | 84,622 | 89,371 | 85,752 | 15,727 | 394,735 |
| 1910 | 120,010 | 62,742 | 86,937 | 88,387 | 87,023 | 14,046 | 422,479 |
| 1911 | 122,258 | 65,962 | 89,630 | 88,886 | 85,940 | †7,272 | 431,927 |

| Year | Geography | Music | Physiology and Hygiene | English History | Canadian History | Composition | Grammar |
|---|---|---|---|---|---|---|---|
| 1867 | 272,173 | 47,618 | ..... | ‡61,787 | ..... | 147,412 | 147,412 |
| 1872 | 327,139 | 110,083 | ..... | 47,019 | 37,339 | 105,512 | 176,644 |
| 1877 | 375,951 | 168,942 | ..... | 59,694 | 43,401 | 226,977 | 226,977 |
| 1882 | 280,517 | 158,694 | 33,926 | ‡150,989 | ..... | 209,184 | 209,184 |
| 1887 | 316,791 | 203,567 | 71,525 | 94,830 | 114,141 | 270,856 | 270,856 |
| 1892 | 334,947 | 220,941 | 171,594 | 106,505 | 147,451 | 294,331 | 294,331 |
| 1897 | 342,189 | 233,915 | 215,343 | 114,398 | 169,627 | 316,787 | 316,787 |
| 1902 | 318,755 | 268,356 | 194,459 | 106,282 | 163,672 | 296,172 | 296,172 |
| 1907 | 336,073 | 274,493 | 249,324 | 139,212 | 195,266 | 357,969 | 222,745 |
| 1910 | 357,555 | 304,235 | 307,586 | 161,992 | 215,384 | 381,522 | 210,850 |
| 1911 | 371,669 | 328,621 | 328,505 | 156,961 | 204,054 | 389,848 | 181,739 |

**The following table classifies the pupils in the various readers, as to rural and urban schools, for the years 1904, 1907, 1910 and 1911:**

| | Year | First Reader Part I or Primer | First Reader Part II or First Book | Second Book | Third Book | Fourth Book | Fifth Book or beyond Fourth Book | Totals |
|---|---|---|---|---|---|---|---|---|
| Rural Schools | 1904 | 60,784 | 36,941 | 47,930 | 50,297 | 47,289 | 9,892 | 253,133 |
| Rural Schools | 1907 | 60,470 | 31,538 | 46,219 | 48,247 | 46,815 | 8,958 | 242,247 |
| Rural Schools | 1910 | 61,194 | 30,354 | 43,970 | 44,612 | 46,381 | 6,581 | 233,092 |
| Rural Schools | 1911 | 61,031 | 30,672 | 44,045 | 43,415 | 45,104 | †4,350 | 228,617 |
| Urban Schools (cities, towns and incorporated villages). | 1904 | 44,456 | 27,800 | 37,299 | 39,814 | 35,815 | 6,304 | 191,488 |
| | 1907 | 52,082 | 28,656 | 38,403 | 41,124 | 38,937 | 6,769 | 205,971 |
| | 1910 | 58,816 | 32,388 | 42,967 | 43,775 | 40,642 | 7,465 | 226,053 |
| | 1911 | 61,227 | 35,290 | 45,585 | 45,471 | 40,836 | †2,922 | 231,331 |

*In 1st Reader.
† Exclusive of Continuation School pupils.
‡ History.

### 3. Teachers' Certificates

| Year | Number of teachers | Male | Female | 1st class | 2nd class | 3rd class | Other certificates, including old County Board, etc. | Number of teachers who attended Normal School | *Normal College or Faculty of Education |
|---|---|---|---|---|---|---|---|---|---|
| 1867..... | 4,890 | 2,849 | 2,041 | 1,899 | 2,454 | 386 | 151 | 666 | ..... |
| 1872..... | 5,476 | 2,626 | 2,850 | 1,337 | 1,477 | 2,084 | 578 | 828 | ..... |
| 1877..... | 6,468 | 3,020 | 3,448 | 250 | 1,304 | 3,926 | 988 | 1,084 | ..... |
| 1882..... | 6,857 | 3,062 | 3,795 | 246 | 2,169 | 3,471 | 971 | 1,873 | ..... |
| 1887..... | 7,594 | 2,718 | 4,876 | 252 | 2,553 | 3,865 | 924 | 2,434 | ..... |
| 1892..... | 8,480 | 2,770 | 5,710 | 261 | 3,047 | 4,299 | 873 | 3,038 | ..... |
| 1897..... | 9,128 | 2,784 | 6,344 | 343 | 3,386 | 4,465 | 934 | 3,643 | ..... |
| 1902..... | 9,367 | 2,294 | 7,073 | 608 | 4,296 | 3,432 | 1,031 | 4,774 | ..... |
| 1907..... | 9,893 | 1,783 | 8,110 | 715 | 3,887 | 3,452 | 1,839 | 4,587 | ..... |
| 1911..... | 10,542 | 1,499 | 9,043 | 647 | 6,076 | 1,695 | 2,124 | 6,384 | 545 |

NOTE.—Kindergarten and Night School Teachers are not included in above table.

The number of men engaged in teaching in these schools in 1911 was 14.22 per cent. of the whole; in 1910 the number was 16.12 per cent.

The number of teachers and the class of certificates, in the Public Schools alone, in each County and District of the Province, will be found on pages 22 to 25 of this Report.

**The following table classifies the teachers and certificates as to rural and urban schools for the years 1904, 1907, and 1911:**

| | Teachers | | | Certificates | | | |
|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 1st Class | 2nd Class | 3rd Class | Other Class |
| Rural Schools, 1904..... | 5,974 | 1,469 | 4,505 | 152 | 1,944 | 3,107 | 771 |
| Rural Schools, 1907..... | 6,038 | 1,201 | 4,837 | 180 | 1,542 | 3,079 | 1,237 |
| †Rural Schools, 1911..... | 6,096 | 899 | 5,197 | 140 | 2,863 | 1,390 | 1,703 |
| Urban (cities, towns and incorporated villages), 1904..... | 3,580 | 606 | 2,974 | 483 | 2,248 | 289 | 560 |
| Urban, 1907..... | 3,855 | 582 | 3,273 | 535 | 2,345 | 373 | 602 |
| †Urban, 1911..... | 4,446 | 600 | 3,846 | 507 | 3,213 | 305 | 421 |

* For the years previous to 1911 the numbers who attended Normal College or the Faculty of Education are included in the preceding column.

† Exclusive of Continuation School teachers. In 1911 there was an increase of 239 in the number of teachers and an increase of 28 in the number with First Class certificates, in the Public and Separate Schools.

## 4. Teachers' Salaries and Experience

### Teachers' Salaries

| Year | Highest salary paid | Average salary, male teacher, province | Average salary, female teacher, province | Average salary, male teacher, cities | Average salary, female teacher, cities | Average salary, male teacher, towns | Average salary, female teacher, towns | Average salary, male teacher, incorporated villages | Average salary, female teacher, incorporated villages | *Average salary, male teacher, rural schools | *Average salary, female teacher, rural schools | Average salary, male teacher, all urban schools | Average salary, female teacher, all urban schools |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| 1867. | 1,350 | 346 | 226 | 532 | 243 | 464 | 240 | ..... | ..... | 261 | 189 | .... . | ..... |
| 1872. | 1,000 | 360 | 228 | 628 | 245 | 507 | 216 | ..... | ..... | 305 | 213 | ..... | ..... |
| 1877. | 1,100 | 398 | 264 | 735 | 307 | 583 | 269 | ..... | ..... | 379 | 251 | ..... | ..... |
| 1882. | 1,100 | 415 | 269 | 742 | 331 | 576 | 273 | ..... | ..... | 385 | 248 | ..... | ..... |
| 1887. | 1,450 | 425 | 292 | 832 | 382 | 619 | 289 | ..... | ..... | 398 | 271 | ..... | ..... |
| 1892. | 1,500 | 421 | 297 | 894 | 402 | 648 | 298 | ..... | ..... | 383 | 269 | ... . | ..... |
| 1897. | 1,500 | 391 | 294 | 892 | 425 | 621 | 306 | ..... | ..... | 347 | 254 | ..... | ..... |
| 1902. | 1,600 | 436 | 313 | 935 | 479 | 667 | 317 | ..... | ..... | 372 | 271 | ..... | ..... |
| 1907. | 1,900 | 596 | 420 | 1,157 | 592 | 800 | 406 | 659 | 372 | 458 | 379 | 907 | 453 |
| 1911. | 2,200 | 767 | 518 | 1,395 | 706 | 963 | 496 | 733 | 463 | 536 | 464 | 1,153 | 602 |

*Incorporated villages included from 1867 to 1902 inclusive.

In Table C, pages 22 to 24, the average salaries for 1911 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages. Also the salaries paid to teachers, according to the grade of certificate held, are given therein, and show to what extent the teachers holding the higher grades of certificates command the higher salaries. The average salaries are as follows:

| | | | |
|---|---|---|---|
| First Class: Male ..... | $1,369; | female, | $599 |
| Second Class: Male ..... | 739 | " | 567 |
| Third Class and District: Male ..... | 494 | " | 435 |
| Temporary: Male ..... | 431 | " | 386 |

### Teachers' Experience

The length of service or experience of the teachers engaged in the Public Schools is shown in Table C, pages 26 and 27, where the numbers who have taught from less than one year up to forty years and over are given for each year, and where the experience of the teachers, according to the grade of certificate held, is given.

The average experience in the Public Schools at the end of 1911 was as follows:—

Male teachers, 11.90 years.
Female teachers, 7.28 years.
All teachers, 7.97 years.

## 5. Receipts and Expenditures

| Year | Receipts | | | | Expenditures | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Legislative grants | Municipal school grants and assessments | Clergy reserve funds, balances and other sources | Total receipts | Teachers' salaries | Sites and building school houses | Libraries, maps, apparatus, prizes, etc. | Rent, repairs, fuel and other expenses | Total expenditure | Cost per pupil |
| | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ c. |
| 1867.. | 187,153 | 1,151,583 | 331,599 | 1,670,335 | 1,093,517 | 149,195 | 31,354 | 199,123 | 1,473,189 | 3 67 |
| 1872.. | 225,318 | 1,763,492 | 541,460 | 2,530,270 | 1,371,594 | 456,043 | 47,799 | 331,928 | 2,207,364 | 4 85 |
| 1877.. | 251,962 | 2,422,432 | 730,687 | 3,405,081 | 2,038,099 | 477,393 | 47,539 | 510,458 | 3,073,489 | 6 26 |
| 1882.. | 265,738 | 2,447,214 | 757,038 | 3,469,990 | 2,144,449 | 341,918 | 15,583 | 525,025 | 3,026,975 | 6 42 |
| 1887.. | 268,722 | 3,084,352 | 978,283 | 4,331,357 | 2,458,540 | 544,520 | 27,509 | 711,535 | 3,742,104 | 7 59 |
| 1892.. | 283,791 | 3,300,512 | 1,227,596 | 4,811,899 | 2,752,629 | 427,321 | 40,003 | 833,965 | 4,053,918 | 8 40 |
| 1897.. | 366,538 | 3,361,562 | 1,260,055 | 4,988,155 | 2,886,061 | 391,689 | 60,585 | 877,335 | 4,215,670 | 8 73 |
| 1902.. | 383,666 | 3,959,912 | 1,422,924 | 5,766,502 | 3,198,132 | 432,753 | 86,723 | 1,107,552 | 4,825,160 | 10 62 |
| 1907.. | 655,239 | 6,146,825 | 2,455,864 | 9,257,928 | 4,389,524 | 1,220,820 | 213,096 | 1,732,739 | 7,556,179 | 16 85 |
| 1910.. | 805,635 | 7,334,458 | 3,573,507 | 11,713,600 | 5,310,039 | 2,140,200 | 131,171 | 1,761,792 | 9,343,202 | 20 34 |
| 1911.. | 892,377 | 7,826,083 | 3,778,183 | 12,496,643 | 5,610,213 | 2,164,459 | 139,229 | 1,990,383 | 9,904,284 | 21 53 |

As shown above, the increase for the year in the Legislative grants was $86,742, and in amount paid as teachers' salaries, $300,174. The total expenditure increased by $561,082.

The expenditure per pupil of enrolled attendance increased from $20.34 to $21.53, and from $33.44 to $35.12 per pupil of average attendance.

The following tables show the increases since 1902:—

**Average cost per pupil (enrolled attendance)**

| | 1902 | 1907 | 1910 | 1911 |
|---|---|---|---|---|
| Sites and buildings | $0.95 | $2.72 | $4.66 | $4.70 |
| Teachers' salaries | 7.04 | 9.79 | 11.56 | 12.20 |
| All other expenses | 2.63 | 4.34 | 4.12 | 4.63 |
| For all purposes | $10.62 | $16.85 | $20.34 | $21.53 |

**Average cost per pupil (average attendance)**

| | 1902 | 1907 | 1910 | 1911 |
|---|---|---|---|---|
| Sites and buildings | $1.65 | $4.58 | $7.66 | $7.68 |
| Teachers' salaries | 12.23 | 16.47 | 19.01 | 19.89 |
| All other expenses | 4.57 | 7.30 | 6.77 | 7.55 |
| For all purposes | $18.45 | $28.35 | $33.44 | $35.12 |

The expenditure per pupil (enrolled attendance) for 1911 in the Public Schools alone will be found on pages 38 and 39 of this Report, and for the R. C. Separate Schools on pages 44 and 45. The expenditure will there be shown as to rural schools, cities, towns, and villages separately.

## II. ROMAN CATHOLIC SEPARATE SCHOOLS

| Year | Schools—Teachers—Pupils | | | Number of Pupils in the various Branches of Instruction | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Schools open | Teachers | Pupils | Geography | Composition | Grammar | Drawing (Art) | Physiology and Hygiene | English History | Canadian History |
| 1867 | 161 | 210 | 18,924 | 8,666 | ..... | 5,688 | ..... | ..... | *2,571 | ..... |
| 1872 | 171 | 254 | 21,406 | 8,011 | 7,908 | 7,908 | ..... | ..... | *3,548 | ..... |
| 1877 | 185 | 334 | 24,952 | 13,154 | 11,174 | 11,174 | ..... | ..... | *9,812 | ..... |
| 1882 | 190 | 390 | 26,148 | 13,900 | 11,695 | 11,695 | 7,548 | 2,033 | *10,124 | ..... |
| 1887 | 229 | 491 | 30,373 | 19,608 | 18,678 | 18,678 | 21,818 | 8,578 | 5,076 | 7,931 |
| 1892 | 312 | 662 | 37,466 | 26,299 | 22,755 | 22,755 | 32,682 | 11,056 | 6,713 | 11,483 |
| 1897 | 340 | 752 | 41,620 | 27,471 | 26,071 | 26,071 | 36,462 | 18,127 | 6,828 | 13,134 |
| 1902 | 391 | 870 | 45,964 | 29,788 | 27,409 | 27,409 | 41,952 | 14,687 | 7,544 | 15,035 |
| 1907 | 449 | 1,034 | 51,502 | 34,874 | 35,550 | 23,185 | 36,844 | 23,552 | 11,328 | 19,971 |
| 1910 | 484 | 1,149 | 57,263 | 46,411 | 46,817 | 23,120 | 52,530 | 40,595 | 17,367 | 30,488 |
| 1911 | 495 | 1,193 | 59,396 | 46,385 | 50,271 | 22,448 | 53,910 | 42,714 | 16,865 | 28,441 |

*History.

### Receipts and Expenditures

| Year | Receipts | | | | Expenditures | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Legislative grants | Municipal school grants and assessments | Balances, subscribed and other sources | Total receipts | Teachers' salaries | Sites and building school houses | Libraries, maps, apparatus, prizes, etc. | All other purposes | Total expenditure | Cost per pupil |
| | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ c. |
| 1867.. | 9,993 | 26,781 | 11,854 | 48,628 | 34,830 | ..... | ..... | †7,889 | 42,719 | 2 26 |
| 1872.. | 12,327 | 41,134 | 15,349 | 68,810 | 45,824 | ..... | ..... | †15,993 | 61,817 | 2 88 |
| 1877.. | 13,607 | 72,177 | 34,482 | 120,266 | 70,201 | 24,510 | 2,811 | 17,284 | 114,806 | 4 60 |
| 1882.. | 14,382 | 97,252 | 55,105 | 166,739 | 84,095 | 36,860 | 1,303 | 32,082 | 154,340 | 5 13 |
| 1887.. | 16,808 | 147,639 | 65,401 | 229,848 | 112,293 | 48,937 | 3,624 | 46,369 | 211,223 | 6 95 |
| 1892.. | 21,043 | 206,698 | 98,293 | 326,034 | 149,707 | 65,874 | 2,922 | 71,335 | 289,838 | 7 74 |
| 1897.. | 26,675 | 224,617 | 84,032 | 335,324 | 168,800 | 41,233 | 5,786 | 86,350 | 302,169 | 7 26 |
| 1902.. | 30,472 | 293,348 | 161,683 | 485,503 | 210,199 | 100,911 | 6,158 | 118,173 | 435,441 | 9 47 |
| 1907.. | 40,524 | 442,316 | 308,540 | 791,380 | 281,484 | 186,908 | 15,991 | 229,793 | 714,176 | 13 86 |
| 1910.. | 52,993 | 604,579 | 553,977 | 1,211,549 | 371,338 | 523,487 | 16,494 | 193,161 | 1,104,480 | 19 28 |
| 1911.. | 59,089 | 678,215 | 291,993 | 1,029,297 | 413,650 | 168,603 | 12,505 | 303,132 | 897,890 | 15.11 |

†Including all expenditure except for Teachers' salaries.

An increase of 2,133 in the enrolment and a decrease of $206,590 in the expenditure in 1911 are noticed in above tables. The expenditure per pupil of enrolled attendance decreased from $19.28 to $15.11, owing to the low expenditure on sites and school houses as compared with the previous year. Detailed statistics in reference to these schools will be found on pages 40 to 57 of this Report.

## III. PROTESTANT SEPARATE SCHOOLS

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4 Grattan, No. 2 Hagarty, No. 6 Plantagenet North, No. 1 Tilbury North, L'Orignal, and Penetanguishene.

They were attended by 424 pupils in 1911. The whole amount expended for their maintenance and permanent improvements was $9,796.82. Seven teachers held a Second Class, two a Third Class, and one a Temporary certificate.

Complete statistics for these schools will be found on page 120.

## IV. COLLEGIATE INSTITUTES AND HIGH SCHOOLS

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive:—

### 1. Receipts, Expenditure, Attendance, etc.

| Year | Schools | Teachers | Receipts | | | Expenditure | | | Pupils | Percentage of average attendance to total attendance | Cost per pupil |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Legislative grant | Amount of fees | Total receipts | Paid for teachers' salaries | Paid for sites and building school houses | Total expenditure | | | |
| | | | $ | $ | $ | $ | $ | $ | | | $ c. |
| 1867.... | 102 | 159 | 54,562 | 15,605 | 139,579 | 94,820 | *19,190 | 124,181 | 5,696 | 55 | 21 86 |
| 1872.... | 104 | 239 | 79,543 | 20,270 | 223,269 | 141,812 | *31,360 | 210,005 | 7,968 | 56 | 26 34 |
| 1877.... | 104 | 280 | 78,762 | 20,753 | 357,521 | 211,607 | *51,417 | 343,710 | 9,229 | 56 | 37 26 |
| 1882.... | 104 | 332 | 84,304 | 29,270 | 373,150 | 253,864 | *19,361 | 343,720 | 12,348 | 53 | 27 50 |
| 1887.... | 112 | 398 | 91,977 | 56,198 | 529,323 | 327,452 | *73,061 | 495,612 | 17,459 | 59 | 28 38 |
| 1892 .. | 128 | 522 | 100,000 | 97,273 | 793,812 | 472,029 | *91,108 | 696,114 | 22,837 | 60 | 30 48 |
| 1897.... | 130 | 579 | 101,250 | 110,859 | 767,487 | 532,837 | *46,627 | 715,976 | 24,390 | 61 | 29 35 |
| 1902.... | 134 | 593 | 112,650 | 105,801 | 832,853 | 547,402 | 44,246 | 769,680 | 24,472 | 58.97 | 31 45 |
| 1907.... | 143 | 750 | 158,549 | 138,396 | 1,611,553 | 783,782 | 193,975 | 1,213,697 | 30,331 | 60.94 | 40 01 |
| 1910.... | 145 | 853 | 175,933 | 145,254 | 2,195,322 | 1,043,585 | 296,485 | 1,636,166 | 32,612 | 62.52 | 50 17 |
| 1911.... | 148 | 898 | 195,004 | 144,502 | 2,180,026 | 1,141,124 | 470,757 | 1,948,058 | 32,227 | 62.60 | 60 44 |

*Expenses for repairs, etc., included.

As shown above, the amount of the Legislative grants to these schools increased in 1911 by $19,071.

The expenditure per pupil of enrolled attendance increased from $50.17 to $60.44 over the preceding year, and the total expenditure increased by $311,892.

There was a decrease of 385 in the enrolment.

**Average cost per pupil (enrolled attendance) per year**

| | 1902 | 1907 | 1910 | 1911 |
|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. |
| Sites and buildings | 1 81 | 6 39 | 9 09 | 14 60 |
| Teachers' salaries | 22 37 | 25 84 | 32 00 | 35 41 |
| All other expenses | 7 27 | 7 78 | 9 08 | 10 43 |
| For all purposes | 31 45 | 40 01 | 50 17 | 60 44 |

### Average cost per pupil (average attendance) per year

| | 1902 | 1907 | 1910 | 1911 |
|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. |
| Sites and buildings | 3 07 | 10 49 | 14 54 | 23 33 |
| Teachers' salaries | 37 93 | 42 40 | 51 18 | 56 55 |
| All other purposes | 12 34 | 12 76 | 14 52 | 16 66 |
| For all purposes | 53 34 | 65 65 | 80 24 | 96 54 |

### 2. Classification of Pupils, etc.

| Year | English | | | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | English Grammar | English Composition | Poetical Literature | Geography | Canadian History | British History | Arithmetic and Mensuration | Algebra | Geometry | Trigonometry |
| 1867 | 5,467 | 4,091 | ..... | 5,264 | ..... | †4,634 | 5,526 | 2,841 | 1,847 | 141 |
| 1872 | 7,884 | 7,278 | ..... | 7,715 | ..... | †7,513 | 7,834 | 6,033 | 2,592 | 174 |
| 1877 | 8,819 | 8,772 | ..... | 9,158 | ..... | †9,106 | 9,227 | 8,678 | 8,113 | 359 |
| 1882 | 12,275 | 12,189 | ..... | 12,106 | ..... | †12,220 | 12,261 | 11,742 | 11,148 | 397 |
| 1887 | 17,086 | 17,171 | 16,649 | 16,962 | ..... | †17,010 | 16,939 | 16,904 | 14,839 | 1,017 |
| 1892 | 22,530 | 22,535 | 22,468 | 22,118 | ..... | †22,328 | 21,869 | 22,229 | 17,791 | 1,154 |
| 1897 | 19,591 | 24,195 | 24,176 | 13,747 | 18,318 | 20,304 | 19,798 | 24,105 | 16,788 | 1,652 |
| 1902 | 21,576 | 24,241 | 23,768 | 14,500 | 14,768 | 16,817 | 21,594 | 22,953 | 16,881 | 1,662 |
| 1907 | 26,415 | 29,383 | *29,377 | 22,820 | 23,457 | 23,570 | 26,813 | 26,937 | 23,054 | 2,000 |
| 1910 | 23,612 | 31,650 | *31,535 | 21,435 | 25,308 | 25,310 | 24,895 | 29,081 | 25,138 | 1,968 |
| 1911 | 23,515 | 31,049 | *31,031 | 21,546 | 24,683 | 23,736 | 24,723 | 28,777 | 25,111 | 1,921 |

### 2. Classification of Pupils, etc.—Continued

| Year | Languages | | | | Science | | |
|---|---|---|---|---|---|---|---|
| | Latin | Greek | French | German | Physics | Chemistry | Botany |
| 1867 | 5,171 | 802 | 2,164 | ..... | 1,876 | 840 | ..... |
| 1872 | 3,860 | 900 | 2,828 | 341 | 1,921 | 1,151 | ..... |
| 1877 | 4,955 | 871 | 3,091 | 442 | 2,168 | 2,547 | ..... |
| 1882 | 4,591 | 815 | 5,363 | 962 | 2,880 | 2,522 | ..... |
| 1887 | 5,409 | 997 | 6,180 | 1,350 | 5,265 | 3,411 | 4,640 |
| 1892 | 9,006 | 1,070 | 10,398 | 2,796 | 6,601 | 3,710 | 6,189 |
| 1897 | 16,873 | 1,421 | 13,761 | 5,169 | 11,002 | 5,489 | 12,892 |
| 1902 | 18,884 | 631 | 13,595 | 3,280 | 12,758 | 5,860 | 9,051 |
| 1907 | 20,511 | 677 | 17,310 | 3,835 | 23,421 | 15,064 | 15,572 |
| 1910 | 23,523 | 769 | 20,622 | 4,758 | 25,426 | 16,765 | 17,274 |
| 1911 | 23,443 | 666 | 20,684 | 5,024 | 24,904 | 16,961 | 16,254 |

* English Literature. † History.

## 2. Classification of Pupils, etc.—Continued

| Year | Drawing (Art) | Bookkeeping | Destination of Pupils | | | Number of schools charging fees | Number of free schools |
|---|---|---|---|---|---|---|---|
| | | | Mercantile life | Agriculture | Teaching | | |
| 1867 | 676 | 1,283 | ..... | ..... | ..... | 67 | 36 |
| 1872 | 2,176 | 3,127 | 486 | 300 | ..... | 28 | 76 |
| 1877 | 2,755 | 3,621 | 555 | 328 | ..... | 35 | 69 |
| 1882 | 3,441 | 5,642 | 881 | 646 | ..... | 37 | 67 |
| 1887 | 14,295 | 14,064 | 1,141 | 882 | ..... | 58 | 54 |
| 1892 | 16,980 | 16,700 | 1,111 | 1,006 | 1,527 | 77 | 51 |
| 1897 | 12,252 | 11,647 | 1,368 | 1,153 | 2,056 | 87 | 43 |
| 1902 | 10,721 | 11,334 | 1,573 | 743 | 1,238 | 82 | 52 |
| 1907 | 15,365 | 13,468 | 1,982 | 803 | 1,436 | 81 | 62 |
| 1910 | 17,836 | 14,775 | 2,388 | 1,057 | 1,264 | 82 | 64 |
| 1911 | 16,906 | 14,681 | 2,175 | 856 | 1,489 | 84 | 64 |

The statistics in detail of the various Collegiate Institutes and High Schools of the Province, for 1911, will be found on pages 82 to 119 of this Report.

## V. TEACHERS' INSTITUTES

**This table presents the work of the Teachers' Institutes for thirty-five years:**

| Year | No. of Teachers' Institutes | No. of Members | No. of Teachers in the Province. (High School teachers not included) | Receipts | | | | Expenditure | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Amount received from government grants | Amount received from municipal grants | Amount received from members' fees | Total amount received | Amount paid for Libraries | Total amount expended |
| | | | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1877. | 42 | 1,181 | 6,468 | 1,412 50 | 100 00 | 299 75 | 2,769 44 | ..... | 1,127 63 |
| 1882. | 62 | 4,395 | 6,857 | 2,900 00 | 300 00 | 1,088 84 | 9,394 28 | 453 02 | 5,355 33 |
| 1887. | 66 | 6,781 | 7,594 | 1,800 00 | 1,879 45 | 730 66 | 10,405 95 | 1,234 08 | 4,975 50 |
| 1892. | 69 | 8,142 | 8,480 | 1,950 00 | 2,105 00 | 875 76 | 12,043 54 | 1,472 41 | 6,127 46 |
| 1897. | 73 | 7,627 | 9,128 | 2,425 00 | 2,017 45 | 901 15 | 12,446 20 | 1,479 88 | 6,598 84 |
| 1902. | 77 | 8,515 | 9,367 | 2,515 00 | 1,877 50 | 1,171 80 | 13,171 26 | 1,437 18 | 7,188 45 |
| 1907. | 81 | 9,319 | 9,893 | 2,850 00 | 1,920 00 | 1,671 32 | 14,824 09 | 654 16 | 7,487 41 |
| 1910. | 86 | 9,768 | 10,518 | 4,100 00 | 1,714 90 | 2,051 71 | 18,993 67 | 914 32 | 8,610 32 |
| 1911. | 86 | 9,821 | 10,742 | 3,475 00 | 2,170 00 | 2,099 70 | 20,433 00 | 836 68 | 9,347 13 |

See pages 128 to 131 for details for 1911.

## VI. DEPARTMENTAL EXAMINATIONS, ETC.

### 1. Table showing the Number of Teachers in Training at Provincial Normal Schools, and the Pupils at the Normal Model Schools in connection therewith, etc., 1877-1912

| Year | No. of Normal School teachers | No. of Normal School students | No. of Normal Model School and Kindergarten teachers | No. of Normal Model School and Kindergarten pupils |
|---|---|---|---|---|
| 1877..... | 13 | 257 | 8 | 643 |
| 1882..... | 16 | 260 | 15 | 799 |
| 1887..... | 13 | 441 | 18 | 763 |
| 1892..... | 12 | 428 | 22 | 842 |
| 1897..... | 13 | 407 | 23 | 832 |
| 1902..... | 16 | 619 | 31 | 958 |
| 1907..... | *35 | 428 | 38 | 979 |
| 1911..... | *69 | 1,034 | *38 | 916 |
| 1912..... | *69 | 969 | *38 | 914 |

*Including those engaged in both a Normal and a Normal Model School.

### 2. High School Entrance Examinations, 1877-1912

| Year | No. of Candidates examined | No. of Candidates who passed |
|---|---|---|
| 1877..... | 7,383 | 3,836 |
| 1882..... | 9,607 | 4,371 |
| 1887..... | 16,248 | 9,364 |
| 1892..... | 16,409 | 8,427 |
| 1897..... | 16,384 | 10,502 |
| 1902..... | 18,087 | 13,300 |
| 1907..... | 22,144 | 15,430 |
| 1911..... | 22,198 | 13,027 |
| 1912..... | 22,679 | 13,977 |

### 3. Departmental Academic Examinations, 1912

| Examinations | Total number of Candidates | Number passed | Number of Appeals | Number passed on Appeal | Total number passed | Percentage |
|---|---|---|---|---|---|---|
| Senior High School Entrance.. | 61 | 21 | ..... | ..... | 21 | 34.42 |
| Senior Public School Graduation | 65 | 23 | ..... | ..... | 23 | 35.38 |
| Lower School..... | 3,626 | 1,272 | 18 | 2 | 1,274 | 35.13 |
| Model Entrance ..... | 196 | 57 | 2 | ..... | 57 | 29.08 |
| Middle School (Normal Entrance) | 3,497 | 1,955 | 32 | 2 | 1,957 | 55.96 |
| Junior Matriculation..... | 3,099 | *2,155 | 21 | 9 | *2,164 | 69.82 |
| " " ..... | ..... | (1,838) | (13) | (6) | (1844) | (59.50) |
| Upper School, Part I..... | 568 | 337 | 7 | 1 | 338 | 59.50 |
| Upper School, Part II ..... | 464 | 380 | 4 | ..... | 380 | 81.89 |
| Commercial Specialist..... | 26 | 12 | 3 | ..... | 12 | 46.15 |
| Art Specialist ..... | 7 | 4 | ..... | ..... | 4 | 57.14 |
| Supplemental Matriculation.... | 321 | *110 | 14 | 5 | *115 | 35.82 |
| Totals ..... | 11,930 | 6,326 | 101 | 19 | 6,345 | 53.18 |

Number of Honour Matriculation Candidates ..... 298
Number of Scholarship Candidates ..... 103

* These figures include those who, this year, obtained complete matriculation, partial matriculation, or passed on all the papers written. The figures in brackets give the totals for those candidates only who obtained this year complete matriculation or partial matriculation.

# APPENDICES

# APPENDIX A—STATISTICAL TABLES

## THE PUBLIC SCHOOLS

### I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.

| Rural Schools | School population between 5 and 21 years of age | Pupils under 5 years of age | Pupils between 5 and 21 years of age | Pupils over 21 years of age | Total number of pupils attending school | Boys | Girls | Average daily attendance of pupils | Percentage of average to total attendance |
|---|---|---|---|---|---|---|---|---|---|
| 1 Brant | 3,691 | 2 | 3,094 | .... | 3,096 | 1,618 | 1,478 | 1,813 | 59 |
| 2 Bruce | 8,810 | 32 | 6,372 | .... | 6,404 | 3,399 | 3,005 | 3,771 | 59 |
| 3 Carleton | 5,997 | 5 | 4,957 | 1 | 4,963 | 2,610 | 2,353 | 2,571 | 52 |
| 4 Dufferin | 3,849 | 67 | 3,093 | .... | 3,160 | 1,692 | 1,468 | 1,594 | 50 |
| 5 Dundas | 3,545 | 11 | 2,955 | .... | 2,966 | 1,583 | 1,383 | 1,609 | 54 |
| 6 Elgin | 5,791 | 2 | 4,386 | .... | 4,388 | 2,304 | 2,084 | 2,456 | 56 |
| 7 Essex | 12,632 | 10 | 5,694 | .... | 5,704 | 2,918 | 2,786 | 3,030 | 53 |
| 8 Frontenac | 6,177 | 28 | 4,646 | .... | 4,674 | 2,480 | 2,194 | 2,043 | 44 |
| 9 Glengarry | 4,164 | 14 | 3,271 | 1 | 3,286 | 1,814 | 1,472 | 1,475 | 45 |
| 10 Grey | 11,741 | 23 | 8,995 | 2 | 9,020 | 4,743 | 4,277 | 4,932 | 55 |
| 11 Haldimand | 3,814 | 1 | 2,550 | .... | 2,551 | 1,350 | 1,201 | 1,601 | 63 |
| 12 Haliburton | 1,959 | 22 | 1,587 | .... | 1,609 | 837 | 772 | 638 | 40 |
| 13 Halton | 3,217 | .... | 2,296 | .... | 2,296 | 1,228 | 1,068 | 1,219 | 53 |
| 14 Hastings | 9,062 | 21 | 7,039 | 3 | 7,063 | 3,570 | 3,493 | 3,597 | 51 |
| 15 Huron | 10,164 | 4 | 6,675 | 1 | 6,680 | 3,544 | 3,136 | 4,136 | 62 |
| 16 Kent | 8,573 | 12 | 6,669 | .... | 6,681 | 3,524 | 3,157 | 3,574 | 53 |
| 17 Lambton | 8,328 | .... | 6,130 | 2 | 6,132 | 3,264 | 2,868 | 3,784 | 62 |
| 18 Lanark | 4,411 | 12 | 3,190 | 1 | 3,203 | 1,607 | 1,596 | 1,959 | 61 |
| 19 Leeds and Grenville | 8,049 | 20 | 6,371 | 1 | 6,392 | 3,321 | 3,071 | 3,387 | 53 |
| 20 Lennox and Addington | 4,535 | 23 | 3,526 | 1 | 3,550 | 1,850 | 1,700 | 1,744 | 49 |
| 21 Lincoln | 3,682 | 8 | 2,915 | .... | 2,923 | 1,550 | 1,373 | 1,504 | 51 |
| 22 Middlesex | 9,975 | 3 | 7,072 | .... | 7,075 | 3,625 | 3,450 | 4,265 | 60 |
| 23 Norfolk | 4,799 | 21 | 3,895 | .... | 3,916 | 2,112 | 1,804 | 2,137 | 55 |
| 24 Northumberland & Durham | 9,377 | 9 | 7,057 | .... | 7,066 | 3,752 | 3,314 | 3,984 | 56 |
| 25 Ontario | 7,223 | 6 | 5,245 | 1 | 5,252 | 2,769 | 2,483 | 2,925 | 56 |
| 26 Oxford | 7,298 | 7 | 5,286 | .... | 5,293 | 2,785 | 2,508 | 3,093 | 58 |
| 27 Peel | 3,856 | 3 | 2,934 | 1 | 2,938 | 1,564 | 1,374 | 1,613 | 55 |
| 28 Perth | 7,541 | 1 | 5,008 | .... | 5,009 | 2,702 | 2,307 | 3,124 | 62 |
| 29 Peterborough | 4,716 | 17 | 3,489 | .... | 3,506 | 1,751 | 1,755 | 1,858 | 53 |
| 30 Prescott and Russell | 11,769 | 24 | 3,917 | 3 | 3,944 | 2,094 | 1,850 | 2,033 | 52 |
| 31 Prince Edward | 2,629 | 3 | 2,192 | .... | 2,195 | 1,152 | 1,043 | 1,192 | 54 |
| 32 Renfrew | 10,125 | 37 | 6,564 | 1 | 6,602 | 3,394 | 3,208 | 3,216 | 49 |
| 33 Simcoe | 12,661 | 7 | 9,716 | .... | 9,723 | 4,973 | 4,750 | 5,206 | 53 |
| 34 Stormont | 4,284 | 11 | 2,982 | .... | 2,993 | 1,586 | 1,407 | 1,557 | 52 |
| 35 Victoria | 4,830 | 7 | 3,877 | 1 | 3,885 | 1,989 | 1,896 | 2,108 | 54 |
| 36 Waterloo | 6,651 | 8 | 4,039 | 1 | 4,048 | 2,198 | 1,850 | 2,564 | 63 |
| 37 Welland | 4,853 | 11 | 3,697 | .... | 3,708 | 2,045 | 1,663 | 2,040 | 55 |
| 38 Wellington | 7,604 | 3 | 5,065 | .... | 5,068 | 2,684 | 2,384 | 2,995 | 59 |
| 39 Wentworth | 5,437 | 6 | 4,240 | .... | 4,246 | 2,139 | 2,107 | 2,245 | 53 |
| 40 York | 11,847 | 12 | 9,309 | .... | 9,321 | 4,926 | 4,395 | 4,946 | 53 |
| 41 Algoma | 3,631 | 14 | 2,728 | .... | 2,742 | 1,430 | 1,312 | 1,356 | 49 |
| 42 Kenora | 472 | .... | 364 | .... | 364 | 185 | 179 | 158 | 43 |
| 43 Manitoulin | 2,361 | 13 | 1,753 | .... | 1,766 | 928 | 838 | 851 | 48 |
| 44 Muskoka | 4,071 | 22 | 3,314 | .... | 3,336 | 1,769 | 1,567 | 1,540 | 46 |
| 45 Nipissing | 5,625 | 12 | 3,379 | .... | 3,391 | 1,718 | 1,673 | 1,495 | 44 |
| 46 Parry Sound | 5,109 | 15 | 3,962 | 3 | 3,980 | 2,030 | 1,950 | 1,875 | 47 |
| 47 Rainy River | 1,092 | .... | 854 | .... | 854 | 438 | 416 | 342 | 40 |
| 48 Sudbury | 3,521 | 38 | 2,469 | 3 | 2,510 | 1,304 | 1,206 | 1,257 | 50 |
| 49 Thunder Bay | 1,326 | 9 | 1,056 | .... | 1,065 | 531 | 534 | 482 | 45 |
| Totals | 296,874 | 636 | 211,874 | 27 | 212,537 | 111,379 | 101,158 | 114,894 | 54.05 |

## THE PUBLIC SCHOOLS—Continued

### I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

| Cities | School population between 5 and 21 years of age | Pupils under 5 years of age | Pupils between 5 and 21 years of age | Pupils over 21 years of age | Total number of pupils attending school | Boys | Girls | Average daily attendance of pupils | Percentage of average to total attendance |
|---|---|---|---|---|---|---|---|---|---|
| 1 Belleville | 2,370 | .... | 1,698 | .... | 1,698 | 878 | 820 | 1,041 | 61 |
| 2 Brantford | 6,110 | 1 | 3,273 | .... | 3,274 | 1,671 | 1,603 | 2,216 | 68 |
| 3 Chatham | 2,753 | .... | 1,653 | .... | 1,653 | 798 | 855 | 1,094 | 66 |
| 4 Fort William | 4,298 | .... | 1,608 | .... | 1,608 | 814 | 794 | 1,158 | 72 |
| 5 Guelph | 3,777 | .... | 1,893 | 2 | 1,895 | 934 | 961 | 1,333 | 70 |
| 6 Hamilton | 18,257 | .... | 10,420 | .... | 10,420 | 5,308 | 5,112 | 7,467 | 72 |
| 7 Kingston | 5,550 | .... | 2,440 | .... | 2,440 | 1,242 | 1,198 | 1,766 | 72 |
| 8 London | 8,735 | .... | 6,533 | .... | 6,533 | 3,358 | 3,175 | 4,617 | 71 |
| 9 Niagara Falls | 1,989 | .... | 1,392 | .... | 1,392 | 681 | 711 | 923 | 66 |
| 10 Ottawa | 23,010 | 1 | 7,464 | .... | 7,465 | 3,607 | 3,858 | 5,089 | 68 |
| 11 Peterborough | 4,717 | .... | 2,299 | .... | 2,299 | 1,182 | 1,117 | 1,636 | 71 |
| 12 Port Arthur | 3,218 | .... | 1,490 | .... | 1,490 | 718 | 772 | 991 | 66 |
| 13 St. Catharines | 2,804 | .... | 1,696 | .... | 1,696 | 861 | 835 | 1,106 | 65 |
| 14 St. Thomas | 3,525 | .... | 2,079 | .... | 2,079 | 1,024 | 1,055 | 1,525 | 73 |
| 15 Stratford | 2,852 | .... | 1,830 | .... | 1,830 | 965 | 865 | 1,361 | 74 |
| 16 Toronto | 70,566 | .... | 46,744 | .... | 46,744 | 23,777 | 22,967 | 34,747 | 74 |
| 17 Windsor | 4,961 | .... | 2,140 | .... | 2,140 | 1,091 | 1,049 | 1,520 | 71 |
| 18 Woodstock | 1,867 | .... | 1,426 | .... | 1,426 | 733 | 693 | 957 | 67 |
| Totals | 171,359 | 2 | 98,078 | 2 | 98,082 | 49,642 | 48,440 | 70,547 | 71.92 |
| Towns | | | | | | | | | |
| 1 Alexandria | 770 | .... | 61 | .... | 61 | 28 | 33 | 38 | 62 |
| 2 Alliston | 269 | .... | 236 | .... | 236 | 127 | 109 | 180 | 76 |
| 3 Almonte | 700 | .... | 302 | .... | 302 | 152 | 150 | 207 | 69 |
| 4 Amherstburg | 717 | .... | 267 | .... | 267 | 150 | 117 | 167 | 62 |
| 5 Arnprior | 1,261 | .... | 608 | .... | 608 | 321 | 287 | 424 | 70 |
| 6 Aurora | 525 | .... | 328 | .... | 328 | 161 | 167 | 236 | 72 |
| 7 Aylmer | 520 | .... | 350 | .... | 350 | 190 | 160 | 248 | 71 |
| 8 Barrie | 1,691 | .... | 991 | .... | 991 | 469 | 522 | 649 | 65 |
| 9 Berlin | 3,986 | .... | 1,961 | .... | 1,961 | 977 | 984 | 1,388 | 71 |
| 10 Blenheim | 340 | .... | 313 | .... | 313 | 168 | 145 | 193 | 62 |
| 11 Blind River | 602 | .... | 269 | .... | 269 | 134 | 135 | 130 | 48 |
| 12 Bonfield | 166 | .... | 28 | .... | 28 | 14 | 14 | 9 | 32 |
| 13 Bothwell | 174 | .... | 122 | .... | 122 | 70 | 52 | 86 | 70 |
| 14 Bowmanville | 700 | .... | 470 | .... | 470 | 228 | 242 | 340 | 72 |
| 15 Bracebridge | 748 | .... | 669 | .... | 669 | 321 | 348 | 432 | 65 |
| 16 Brampton | 715 | .... | 525 | .... | 525 | 258 | 267 | 390 | 74 |
| 17 Brockville | 2,299 | .... | 1,318 | .... | 1,318 | 657 | 661 | 843 | 64 |
| 18 Bruce Mines | 233 | 2 | 195 | .... | 197 | 92 | 105 | 121 | 61 |
| 19 Cache Bay | 167 | .... | 131 | .... | 131 | 61 | 70 | 76 | 58 |
| 20 Campbellford | 775 | .... | 619 | .... | 619 | 306 | 313 | 418 | 68 |
| 21 Carleton Place | 941 | .... | 656 | .... | 656 | 309 | 347 | 467 | 71 |
| 22 Chelmsford | 220 | .... | 12 | .... | 12 | 7 | 5 | 5 | 42 |
| 23 Chesley | 736 | .... | 345 | .... | 345 | 135 | 210 | 250 | 72 |
| 24 Clinton | 398 | 1 | 391 | .... | 392 | 199 | 193 | 299 | 76 |
| 25 Cobalt | 1,206 | 1 | 702 | .... | 703 | 355 | 348 | 360 | 51 |
| 26 Cobourg | 1,167 | .... | 531 | .... | 531 | 267 | 264 | 438 | 82 |
| 27 Cochrane | 176 | .... | 117 | .... | 117 | 62 | 55 | 47 | 40 |
| 28 Collingwood | 1,895 | .... | 1,276 | .... | 1,276 | 623 | 653 | 895 | 70 |
| 29 Copper Cliff | 558 | .... | 486 | .... | 486 | 242 | 244 | 288 | 59 |
| 30 Cornwall | 1,789 | .... | 591 | .... | 591 | 300 | 291 | 440 | 74 |
| 31 Deseronto | 553 | .... | 450 | .... | 450 | 252 | 198 | 296 | 66 |
| 32 Dresden | 373 | .... | 344 | .... | 344 | 164 | 180 | 200 | 58 |
| 33 Dryden | 235 | .... | 177 | .... | 177 | 83 | 94 | 114 | 64 |
| 34 Dundas | 1,027 | .... | 648 | .... | 648 | 304 | 344 | 485 | 75 |

## THE PUBLIC SCHOOLS—Continued

### I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

| Towns—Continued | School population between 5 and 21 years of age | Pupils under 5 years of age | Pupils between 5 and 21 years of age | Pupils over 21 years of age | Total number of pupils attending school | Boys | Girls | Average daily attendance of pupils | Percentage of average to total attendance |
|---|---|---|---|---|---|---|---|---|---|
| 35 Dunnville | 641 | .... | 455 | .... | 455 | 230 | 225 | 286 | 63 |
| 36 Durham | 420 | .... | 295 | .... | 295 | 139 | 156 | 202 | 68 |
| 37 Englehart | 184 | .... | 180 | .... | 180 | 84 | 96 | 89 | 49 |
| 38 Essex | 356 | .... | 327 | .... | 327 | 172 | 155 | 210 | 64 |
| 39 Forest | 321 | .... | 275 | .... | 275 | 132 | 143 | 191 | 69 |
| 40 Fort Frances | 225 | .... | 204 | .... | 204 | 86 | 118 | 104 | 51 |
| 41 Galt | 2,504 | .... | 1,434 | .... | 1,434 | 730 | 704 | 1,000 | 70 |
| 42 Gananoque | 1,037 | .... | 817 | .... | 817 | 415 | 402 | 545 | 67 |
| 43 Goderich | 1,122 | .... | 659 | .... | 659 | 321 | 338 | 485 | 73 |
| 44 Gore Bay | 227 | .... | 197 | .... | 197 | 99 | 98 | 146 | 74 |
| 45 Gravenhurst | 514 | .... | 392 | .... | 392 | 225 | 167 | 252 | 64 |
| 46 Haileybury | 1,200 | .... | 540 | .... | 540 | 276 | 264 | 322 | 60 |
| 47 Hanover | 633 | .... | 497 | 1 | 498 | 249 | 249 | 348 | 70 |
| 48 Harriston | 382 | .... | 305 | .... | 305 | 144 | 161 | 202 | 66 |
| 49 Hawkesbury | 1,546 | .... | 177 | .... | 177 | 81 | 96 | 105 | 59 |
| 50 Hespeler | 808 | .... | 521 | .... | 521 | 268 | 253 | 352 | 67 |
| 51 Huntsville | 633 | .... | 544 | .... | 544 | 299 | 245 | 329 | 60 |
| 52 Ingersoll | 1,230 | .... | 714 | .... | 714 | 378 | 336 | 493 | 69 |
| 53 Kearney | 107 | .... | 82 | .... | 82 | 37 | 45 | 54 | 66 |
| 54 Keewatin | 355 | .... | 225 | .... | 225 | 110 | 115 | 145 | 64 |
| 55 Kenora | 1,387 | .... | 979 | .... | 979 | 472 | 507 | 595 | 61 |
| 56 Kincardine | 534 | .... | 358 | .... | 358 | 163 | 195 | 261 | 73 |
| 57 Kingsville | 500 | .... | 359 | .... | 359 | 190 | 169 | 250 | 70 |
| 58 Latchford | 225 | .... | 139 | .... | 139 | 70 | 69 | 87 | 63 |
| 59 Leamington | 649 | .... | 454 | .... | 454 | 221 | 233 | 323 | 71 |
| 60 Lindsay | 1,924 | .... | 1,003 | .... | 1,003 | 497 | 506 | 725 | 72 |
| 61 Listowel | 550 | .... | 468 | .... | 468 | 228 | 240 | 282 | 60 |
| 62 Little Current | 330 | .... | 315 | .... | 315 | 175 | 140 | 159 | 50 |
| 63 Massey | 231 | .... | 180 | .... | 180 | 101 | 79 | 103 | 57 |
| 64 Mattawa | 469 | .... | 57 | .... | 57 | 26 | 31 | 28 | 49 |
| 65 Meaford | 599 | .... | 526 | .... | 526 | 270 | 256 | 346 | 66 |
| 66 Midland | 1,297 | .... | 1,217 | .... | 1,217 | 615 | 602 | 751 | 62 |
| 67 Milton | 453 | .... | 406 | .... | 406 | 218 | 188 | 237 | 58 |
| 68 Mitchell | 446 | .... | 289 | .... | 289 | 142 | 147 | 221 | 76 |
| 69 Mount Forest | 435 | .... | 289 | .... | 289 | 137 | 152 | 198 | 68 |
| 70 Napanee | 700 | .... | 532 | .... | 532 | 242 | 290 | 322 | 61 |
| 71 New Liskeard | 546 | .... | 478 | .... | 478 | 242 | 236 | 306 | 64 |
| 72 Newmarket | 747 | .... | 479 | .... | 479 | 242 | 237 | 321 | 67 |
| 73 Niagara | 242 | .... | 229 | .... | 229 | 117 | 112 | 136 | 59 |
| 74 North Bay | 1,615 | .... | 802 | .... | 802 | 412 | 390 | 522 | 65 |
| 75 North Toronto | 1,509 | .... | 1,101 | .... | 1,101 | 544 | 557 | 601 | 55 |
| 76 Oakville | 626 | .... | 387 | .... | 387 | 184 | 203 | 245 | 63 |
| 77 Orangeville | 591 | .... | 438 | .... | 438 | 227 | 211 | 311 | 71 |
| 78 Orillia | 1,989 | .... | 1,249 | 3 | 1,252 | 566 | 686 | 822 | 66 |
| 79 Oshawa | 1,727 | 2 | 1,233 | .... | 1,235 | 593 | 642 | 781 | 63 |
| 80 Owen Sound | 3,257 | .... | 2,138 | .... | 2,138 | 1,084 | 1,054 | 1,520 | 71 |
| 81 Palmerston | 495 | .... | 299 | .... | 299 | 156 | 143 | 201 | 67 |
| 82 Paris | 978 | .... | 531 | .... | 531 | 271 | 260 | 370 | 70 |
| 83 Parkhill | 242 | .... | 205 | .... | 205 | 101 | 104 | 145 | 71 |
| 84 Parry Sound | 1,004 | .... | 920 | .... | 920 | 453 | 467 | 585 | 64 |
| 85 Pembroke | 1,719 | .... | 705 | .... | 705 | 369 | 336 | 533 | 76 |
| 86*Penetanguishene | 930 | .... | 715 | .... | 715 | 371 | 344 | 447 | 63 |
| 87 Perth | 947 | .... | 402 | .... | 402 | 212 | 190 | 313 | 78 |
| 88 Petrolea | 975 | .... | 710 | .... | 710 | 353 | 357 | 516 | 73 |
| 89 Picton | 710 | .... | 481 | .... | 481 | 257 | 224 | 309 | 64 |

* Including Protestant Separate School.

## THE PUBLIC SCHOOLS—Continued

### I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Concluded

| Towns—Concluded | School population between 5 and 21 years of age | Pupils under 5 years of age | Pupils between 5 and 21 years of age | Pupils over 21 years of age | Total number of pupils attending school | Boys | Girls | Average daily attendance of pupils | Percentage of average to total attendance |
|---|---|---|---|---|---|---|---|---|---|
| 90 Port Hope | 1,053 | .... | 740 | .... | 740 | 343 | 397 | 572 | 77 |
| 91 Powassan | 242 | .... | 206 | 1 | 207 | 115 | 92 | 137 | 66 |
| 92 Prescott | 625 | .... | 314 | .... | 314 | 150 | 164 | 251 | 80 |
| 93 Preston | 813 | .... | 509 | .... | 509 | 242 | 267 | 367 | 72 |
| 94 Rainy River | 283 | .... | 223 | .... | 223 | 106 | 117 | 107 | 48 |
| 95 Renfrew | 1,070 | .... | 449 | .... | 449 | 232 | 217 | 336 | 75 |
| 96 Ridgetown | 421 | .... | 348 | .... | 348 | 175 | 173 | 245 | 70 |
| 97 Rockland | 872 | .... | 66 | .... | 66 | 37 | 29 | 43 | 65 |
| 98 St. Mary's | 859 | .... | 536 | .... | 536 | 274 | 262 | 350 | 65 |
| 99 Sandwich | 521 | .... | 198 | .... | 198 | 104 | 94 | 119 | 60 |
| 100 Sarnia | 1,998 | .... | 1,490 | .... | 1,490 | 745 | 745 | 1,075 | 72 |
| 101 Sault Ste. Marie | 2,167 | .... | 1,646 | .... | 1,646 | 827 | 819 | 1,009 | 61 |
| 102 Seaforth | 569 | .... | 297 | .... | 297 | 155 | 142 | 220 | 74 |
| 103 Simcoe | 789 | .... | 629 | .... | 629 | 334 | 295 | 394 | 63 |
| 104 Smith's Falls | 1,400 | .... | 1,209 | .... | 1,209 | 566 | 643 | 830 | 69 |
| 105 Southampton | 474 | .... | 364 | .... | 364 | 190 | 174 | 286 | 78 |
| 106 Stayner | 260 | 1 | 230 | .... | 231 | 120 | 111 | 142 | 61 |
| 107 Steelton | 938 | .... | 662 | .... | 662 | 350 | 312 | 379 | 57 |
| 108 Strathroy | 725 | .... | 545 | .... | 545 | 265 | 280 | 368 | 67 |
| 109 Sturgeon Falls | 714 | .... | 202 | .... | 202 | 93 | 109 | 127 | 63 |
| 110 Sudbury | 984 | .... | 432 | .... | 432 | 199 | 233 | 281 | 65 |
| 111 Thessalon | 548 | .... | 447 | .... | 447 | 227 | 220 | 254 | 57 |
| 112 Thornbury | 174 | .... | 137 | .... | 137 | 65 | 72 | 91 | 66 |
| 113 Thorold | 570 | .... | 401 | .... | 401 | 162 | 239 | 208 | 52 |
| 114 Tilbury | 425 | .... | 123 | .... | 123 | 54 | 69 | 82 | 67 |
| 115 Tillsonburg | 639 | .... | 547 | .... | 547 | 295 | 252 | 352 | 64 |
| 116 Trenton | 994 | .... | 603 | .... | 603 | 313 | 290 | 378 | 63 |
| 117 Uxbridge | 486 | .... | 342 | .... | 342 | 170 | 172 | 208 | 61 |
| 118 Vankleek Hill | 411 | 1 | 168 | .... | 169 | 98 | 71 | 110 | 65 |
| 119 Walkerton | 647 | .... | 333 | .... | 333 | 174 | 159 | 225 | 68 |
| 120 Walkerville | 731 | .... | 421 | .... | 421 | 202 | 219 | 300 | 71 |
| 121 Wallaceburg | 1,465 | .... | 644 | .... | 644 | 325 | 319 | 408 | 63 |
| 122 Waterloo | 893 | .... | 571 | .... | 571 | 291 | 280 | 390 | 68 |
| 123 Webbwood | 249 | .... | 216 | .... | 216 | 101 | 115 | 117 | 54 |
| 124 Welland | 892 | .... | 834 | .... | 834 | 444 | 390 | 520 | 62 |
| 125 Whitby | 421 | .... | 358 | .... | 358 | 199 | 159 | 230 | 64 |
| 126 Wiarton | 760 | 1 | 509 | .... | 510 | 234 | 276 | 375 | 73 |
| 127 Wingham | 568 | .... | 389 | .... | 389 | 189 | 200 | 275 | 71 |
| Totals | 103,305 | 9 | 64,740 | 5 | 64,754 | 32,347 | 32,407 | 43,050 | 66.48 |
| Totals | | | | | | | | | |
| 1 Rural Schools | 296,874 | 636 | 211,874 | 27 | 212,537 | 111,379 | 101,158 | 114,894 | 54.05 |
| 2 Cities | 171,359 | 2 | 98,078 | 2 | 98,082 | 49,642 | 48,440 | 70,547 | 71.92 |
| 3 Towns | 103,305 | 9 | 64,740 | 5 | 64,754 | 32,347 | 32,407 | 43,050 | 66.48 |
| 4 Villages | 33,017 | 18 | 25,159 | 2 | 25,179 | 12,648 | 12,531 | 16,183 | 64.27 |
| 5 Grand Totals, 1911 | 604,555 | 665 | 399,851 | 36 | 400,552 | 206,016 | 194,536 | 244,674 | 61.08 |
| 6 Grand Totals, 1910 | 599,541 | 595 | 401,211 | 76 | 401,882 | 206,023 | 195,859 | 242,977 | 60.45 |
| 7 Increases | 5,014 | 70 | ..... | .... | 4,521 | 2,511 | 2,010 | 5,207 | .63 |
| 8 Decreases | ..... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... |
| 9 Percentages | ..... | .17 | 99.82 | .01 | ..... | 51.43 | 48.56 | 61.08 | ..... |

NOTE.—Continuation School attendance is excluded from above table, except "6 Grand Totals, 1910"; instead of the apparent decreases in attendance in 1911 there were increases, as shown in line "7 Increases" above.

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

| Rural Schools | Reading | | | | | |
|---|---|---|---|---|---|---|
| | Primer | 1st Book | 2nd Book | 3rd Book | 4th Book | Beyond 4th Book |
| 1 Brant | 731 | 359 | 531 | 711 | 706 | 58 |
| 2 Bruce | 1,624 | 778 | 1,090 | 1,329 | 1,434 | 149 |
| 3 Carleton | 1,308 | 644 | 892 | 913 | 1,174 | 32 |
| 4 Dufferin | 710 | 404 | 528 | 675 | 787 | 56 |
| 5 Dundas | 720 | 292 | 757 | 508 | 646 | 43 |
| 6 Elgin | 988 | 587 | 822 | 801 | 1,011 | 179 |
| 7 Essex | 1,636 | 1,115 | 1,146 | 1,035 | 761 | 11 |
| 8 Frontenac | 1,237 | 607 | 813 | 886 | 1,089 | 42 |
| 9 Glengarry | 1,124 | 393 | 724 | 539 | 490 | 16 |
| 10 Grey | 2,190 | 972 | 1,855 | 1,906 | 1,949 | 148 |
| 11 Haldimand | 573 | 357 | 463 | 509 | 611 | 38 |
| 12 Haliburton | 552 | 249 | 286 | 285 | 207 | 30 |
| 13 Halton | 581 | 280 | 395 | 459 | 552 | 29 |
| 14 Hastings | 2,182 | 969 | 1,575 | 1,162 | 1,073 | 102 |
| 15 Huron | 1,225 | 794 | 1,323 | 1,461 | 1,607 | 270 |
| 16 Kent | 1,768 | 974 | 1,355 | 1,112 | 1,213 | 259 |
| 17 Lambton | 1,363 | 932 | 1,047 | 1,304 | 1,343 | 143 |
| 18 Lanark | 769 | 406 | 609 | 659 | 724 | 36 |
| 19 Leeds and Grenville | 1,529 | 700 | 1,092 | 1,293 | 1,682 | 96 |
| 20 Lennox and Addington | 940 | 406 | 661 | 690 | 800 | 53 |
| 21 Lincoln | 709 | 371 | 529 | 644 | 627 | 43 |
| 22 Middlesex | 1,454 | 1,006 | 1,340 | 1,327 | 1,690 | 258 |
| 23 Norfolk | 937 | 438 | 917 | 760 | 777 | 87 |
| 24 Northumberland and Durham | 1,550 | 885 | 1,599 | 1,491 | 1,419 | 122 |
| 25 Ontario | 1,283 | 619 | 962 | 1,097 | 1,220 | 71 |
| 26 Oxford | 1,156 | 618 | 921 | 1,043 | 1,404 | 151 |
| 27 Peel | 672 | 316 | 561 | 583 | 754 | 52 |
| 28 Perth | 1,036 | 570 | 833 | 1,350 | 1,084 | 136 |
| 29 Peterborough | 972 | 488 | 759 | 623 | 613 | 51 |
| 30 Prescott and Russell | 1,338 | 529 | 676 | 622 | 731 | 48 |
| 31 Prince Edward | 460 | 282 | 384 | 398 | 594 | 77 |
| 32 Renfrew | 2,143 | 882 | 1,246 | 1,103 | 1,135 | 93 |
| 33 Simcoe | 2,492 | 1,374 | 2,002 | 1,772 | 1,845 | 238 |
| 34 Stormont | 842 | 344 | 646 | 571 | 559 | 31 |
| 35 Victoria | 944 | 474 | 863 | 729 | 755 | 120 |
| 36 Waterloo | 911 | 549 | 1,024 | 835 | 668 | 61 |
| 37 Welland | 948 | 442 | 664 | 770 | 819 | 65 |
| 38 Wellington | 1,121 | 534 | 931 | 1,026 | 1,269 | 187 |
| 39 Wentworth | 1,018 | 597 | 652 | 864 | 991 | 124 |
| 40 York | 2,895 | 1,303 | 1,881 | 1,614 | 1,511 | 117 |
| 41 Algoma | 894 | 358 | 534 | 452 | 457 | 47 |
| 42 Kenora | 160 | 51 | 68 | 45 | 39 | 1 |
| 43 Manitoulin | 567 | 186 | 307 | 323 | 360 | 23 |
| 44 Muskoka | 976 | 496 | 621 | 673 | 530 | 40 |
| 45 Nipissing | 1,308 | 568 | 659 | 488 | 351 | 17 |
| 46 Parry Sound | 1,264 | 569 | 727 | 688 | 654 | 78 |
| 47 Rainy River | 260 | 139 | 161 | 154 | 124 | 16 |
| 48 Sudbury | 1,009 | 432 | 444 | 355 | 240 | 30 |
| 49 Thunder Bay | 357 | 217 | 213 | 157 | 104 | 17 |
| Totals | 55,426 | 27,855 | 41,088 | 40,794 | 43,183 | 4,191 |

## SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION

| | Art | Geography | Music | Literature | Composition | Grammar | English History | Canadian History |
|---|---|---|---|---|---|---|---|---|
| 1 | 2,967 | 2,080 | 1,988 | 2,631 | 2,548 | 1,012 | 1,337 | 1,491 |
| 2 | 5,846 | 4,510 | 3,846 | 4,994 | 4,886 | 2,695 | 2,465 | 2,844 |
| 3 | 4,796 | 3,868 | 2,556 | 4,236 | 4,056 | 1,592 | 2,259 | 2,726 |
| 4 | 2,869 | 2,232 | 1,629 | 2,576 | 2,433 | 1,540 | 1,297 | 1,435 |
| 5 | 2,805 | 2,399 | 2,040 | 2,490 | 2,522 | 1,152 | 1,164 | 1,378 |
| 6 | 4,130 | 3,608 | 2,628 | 3,703 | 3,835 | 1,946 | 2,039 | 2,303 |
| 7 | 5,172 | 3,325 | 2,594 | 4,025 | 3,966 | 1,807 | 946 | 1,843 |
| 8 | 4,490 | 3,393 | 1,794 | 3,098 | 3,384 | 1,980 | 1,670 | 2,212 |
| 9 | 2,787 | 2,246 | 1,391 | 2,450 | 2,463 | 888 | 1,084 | 1,232 |
| 10 | 8,203 | 7,168 | 5,284 | 7,322 | 7,257 | 3,408 | 3,524 | 4,913 |
| 11 | 2,155 | 1,641 | 1,876 | 2,080 | 1,814 | 1,130 | 982 | 1,338 |
| 12 | 1,336 | 949 | 330 | 1,070 | 985 | 650 | 471 | 628 |
| 13 | 2,187 | 1,786 | 1,382 | 1,849 | 1,800 | 1,140 | 836 | 1,059 |
| 14 | 6,568 | 5,508 | 5,297 | 6,027 | 6,057 | 1,764 | 2,438 | 3,171 |
| 15 | 5,770 | 5,223 | 3,973 | 5,540 | 5,360 | 2,954 | 2,737 | 3,272 |
| 16 | 6,400 | 4,738 | 3,110 | 5,077 | 4,906 | 2,776 | 2,515 | 2,884 |
| 17 | 5,481 | 4,249 | 3,305 | 4,392 | 4,894 | 2,015 | 2,594 | 2,892 |
| 18 | 3,122 | 2,324 | 793 | 2,465 | 2,378 | 1,300 | 1,068 | 1,349 |
| 19 | 5,547 | 4,359 | 2,710 | 4,565 | 4,554 | 3,027 | 2,542 | 3,108 |
| 20 | 3,270 | 2,743 | 1,280 | 2,648 | 2,757 | 1,778 | 1,528 | 1,804 |
| 21 | 2,523 | 2,062 | 1,367 | 1,969 | 2,052 | 1,557 | 1,139 | 1,360 |
| 22 | 6,818 | 5,958 | 5,081 | 6,320 | 6,506 | 3,013 | 2,990 | 3,423 |
| 23 | 3,759 | 3,294 | 2,301 | 3,349 | 3,411 | 1,220 | 1,700 | 1,920 |
| 24 | 6,444 | 5,052 | 3,276 | 5,679 | 5,344 | 2,881 | 2,233 | 2,817 |
| 25 | 5,252 | 3,446 | 3,267 | 5,116 | 5,171 | 1,381 | 2,361 | 2,379 |
| 26 | 5,038 | 4,553 | 2,870 | 4,915 | 4,824 | 1,967 | 2,384 | 2,667 |
| 27 | 2,774 | 2,237 | 1,758 | 2,647 | 2,521 | 1,066 | 1,374 | 1,572 |
| 28 | 4,597 | 3,832 | 4,482 | 4,142 | 3,919 | 2,642 | 1,645 | 2,587 |
| 29 | 3,060 | 2,566 | 1,467 | 2,664 | 2,494 | 1,312 | 1,360 | 1,771 |
| 30 | 3,674 | 2,516 | 2,379 | 2,530 | 2,864 | 1,200 | 1,277 | 1,560 |
| 31 | 2,004 | 1,635 | 622 | 1,844 | 1,594 | 1,168 | 1,023 | 1,184 |
| 32 | 6,369 | 5,773 | 3,318 | 5,856 | 5,758 | 1,852 | 3,126 | 3,313 |
| 33 | 9,032 | 7,921 | 7,205 | 8,376 | 8,306 | 4,241 | 3,504 | 4,495 |
| 34 | 2,779 | 2,119 | 1,796 | 2,329 | 2,254 | 1,155 | 1,252 | 1,349 |
| 35 | 3,753 | 3,166 | 2,297 | 3,414 | 3,417 | 1,252 | 1,765 | 2,113 |
| 36 | 3,844 | 3,292 | 3,011 | 3,636 | 3,605 | 1,237 | 1,178 | 1,574 |
| 37 | 3,352 | 2,477 | 2,122 | 2,728 | 2,700 | 1,809 | 1,385 | 1,663 |
| 38 | 4,749 | 3,788 | 3,159 | 3,994 | 3,954 | 2,587 | 1,612 | 2,291 |
| 39 | 3,764 | 2,883 | 2,833 | 3,134 | 3,068 | 1,979 | 1,374 | 1,966 |
| 40 | 9,042 | 7,661 | 5,899 | 8,395 | 8,335 | 2,853 | 3,095 | 3,627 |
| 41 | 2,166 | 1,793 | 1,013 | 1,867 | 1,828 | 963 | 708 | 1,022 |
| 42 | 364 | 253 | 136 | 285 | 273 | 85 | 85 | 85 |
| 43 | 1,529 | 1,064 | 549 | 1,091 | 1,128 | 693 | 527 | 721 |
| 44 | 2,728 | 2,095 | 1,239 | 2,468 | 2,322 | 1,413 | 1,011 | 1,299 |
| 45 | 2,011 | 1,754 | 1,136 | 2,185 | 2,990 | 999 | 707 | 1,148 |
| 46 | 3,106 | 2,372 | 1,269 | 2,604 | 1,649 | 1,579 | 1,208 | 1,589 |
| 47 | 842 | 794 | 185 | 755 | 735 | 297 | 284 | 288 |
| 48 | 1,276 | 1,181 | 796 | 1,408 | 1,461 | 755 | 443 | 674 |
| 49 | 868 | 667 | 595 | 689 | 653 | 327 | 217 | 283 |
| | 193,418 | 156,553 | 117,234 | 169,627 | 167,991 | 82,037 | 78,463 | 96,622 |

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

| Rural Schools | Physiology and Hygiene | Nature Study | Physical Culture | Bookkeeping | Arithmetic and Mensuration |
|---|---|---|---|---|---|
| 1 Brant | 2,037 | 2,689 | 2,140 | 82 | 53 |
| 2 Bruce | 3,874 | 4,585 | 4,915 | 74 | 85 |
| 3 Carleton | 3,457 | 4,543 | 3,761 | 21 | 23 |
| 4 Dufferin | 1,855 | 2,458 | 2,336 | 63 | 58 |
| 5 Dundas | 1,936 | 2,608 | 2,489 | 94 | 36 |
| 6 Elgin | 3,168 | 3,653 | 3,370 | 495 | 222 |
| 7 Essex | 4,649 | 4,208 | 2,787 | 116 | 7 |
| 8 Frontenac | 2,777 | 3,604 | 2,677 | 105 | 48 |
| 9 Glengarry | 1,763 | 2,618 | 1,974 | 23 | 17 |
| 10 Grey | 6,371 | 7,825 | 6,909 | 249 | 110 |
| 11 Haldimand | 1,768 | 2,326 | 1,657 | 43 | 32 |
| 12 Haliburton | 548 | 1,024 | 607 | 25 | 26 |
| 13 Halton | 1,471 | 2,052 | 1,672 | 26 | 24 |
| 14 Hastings | 5,524 | 6,311 | 6,322 | 518 | 75 |
| 15 Huron | 3,790 | 5,233 | 5,975 | 258 | 256 |
| 16 Kent | 3,946 | 5,697 | 4,828 | 388 | 254 |
| 17 Lambton | 3,724 | 5,753 | 5,652 | 124 | 126 |
| 18 Lanark | 1,620 | 2,621 | 2,535 | 26 | 31 |
| 19 Leeds and Grenville | 3,668 | 4,633 | 4,536 | 67 | 120 |
| 20 Lennox and Addington | 2,444 | 3,061 | 2,681 | 62 | 46 |
| 21 Lincoln | 1,737 | 2,201 | 1,816 | 49 | 43 |
| 22 Middlesex | 4,782 | 6,571 | 6,165 | 431 | 217 |
| 23 Norfolk | 2,872 | 3,396 | 3,019 | 129 | 74 |
| 24 Northumberland and Durham | 3,831 | 5,662 | 4,774 | 118 | 130 |
| 25 Ontario | 3,972 | 5,235 | 5,252 | 48 | 62 |
| 26 Oxford | 4,106 | 5,001 | 4,415 | 146 | 123 |
| 27 Peel | 1,901 | 2,612 | 2,351 | 28 | 35 |
| 28 Perth | 3,095 | 4,029 | 4,093 | 109 | 108 |
| 29 Peterborough | 2,114 | 2,600 | 2,238 | 46 | 45 |
| 30 Prescott and Russell | 2,124 | 2,965 | 3,405 | 49 | 46 |
| 31 Prince Edward | 1,286 | 1,667 | 1,253 | 69 | 61 |
| 32 Renfrew | 5,300 | 5,802 | 5,168 | 93 | 80 |
| 33 Simcoe | 5,601 | 7,901 | 8,107 | 315 | 311 |
| 34 Stormont | 1,700 | 2,366 | 2,238 | 50 | 17 |
| 35 Victoria | 2,827 | 3,245 | 2,756 | 162 | 110 |
| 36 Waterloo | 2,374 | 3,517 | 2,982 | 51 | 48 |
| 37 Welland | 1,959 | 2,912 | 2,562 | 53 | 58 |
| 38 Wellington | 3,289 | 4,316 | 3,639 | 176 | 167 |
| 39 Wentworth | 2,027 | 3,530 | 3,060 | 145 | 119 |
| 40 York | 6,509 | 8,345 | 7,901 | 113 | 112 |
| 41 Algoma, | 1,466 | 2,290 | 2,288 | 42 | 38 |
| 42 Kenora | 183 | 92 | 199 | ..... | ..... |
| 43 Manitoulin | 821 | 1,443 | 838 | 20 | 114 |
| 44 Muskoka | 1,525 | 2,257 | 1,753 | 38 | 46 |
| 45 Nipissing | 1,226 | 1,766 | 1,521 | 37 | 23 |
| 46 Parry Sound | 1,913 | 2,433 | 2,503 | 90 | 67 |
| 47 Rainy River | 456 | 523 | 437 | 12 | 14 |
| 48 Sudbury | 884 | 823 | 639 | 61 | 35 |
| 49 Thunder Bay | 658 | 755 | 507 | 34 | 17 |
| Totals | 132,928 | 173,777 | 157,702 | 5,573 | 3,969 |

## SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION—Continued

| | Algebra | Geometry | Latin | French (beyond 4th Book) | French (Primer to 4th Book) | German (beyond 4th Book) | German (Primer to 4th Book) | Elementary Science | Commercial Subjects | Agriculture | Manual Training | Household Science |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 53 | 46 | 24 | 32 | ..... | ..... | ..... | 39 | 2 | 47 | 118 | 31 |
| 2 | 64 | 55 | 15 | 5 | 5 | 1 | ..... | 18 | 12 | 6 | ..... | .... |
| 3 | 21 | 25 | ..... | ..... | ..... | ..... | ..... | 1 | 2 | 65 | ..... | .... |
| 4 | 50 | 42 | 32 | 9 | 4 | ..... | ..... | 23 | 33 | ..... | 191 | 42 |
| 5 | 36 | 32 | 22 | 18 | ..... | ..... | ..... | 18 | 17 | 109 | 51 | 51 |
| 6 | 169 | 165 | 53 | 3 | ..... | ..... | ..... | 113 | 38 | 711 | 772 | .... |
| 7 | 7 | 6 | 2 | ..... | 807 | ..... | ..... | 3 | ..... | 36 | ..... | .... |
| 8 | 48 | 31 | 7 | 9 | 3 | 1 | ..... | 6 | 3 | 119 | 194 | 48 |
| 9 | 12 | 8 | 1 | ..... | ..... | ..... | ..... | 1 | 2 | ..... | 48 | .... |
| 10 | 106 | 94 | 51 | 21 | 1 | 1 | ..... | 35 | 18 | 94 | 152 | .... |
| 11 | 32 | 32 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .... |
| 12 | 26 | 26 | 1 | 7 | ..... | ..... | ..... | 11 | ..... | ..... | ..... | .... |
| 13 | 25 | 22 | 4 | ..... | ..... | ..... | ..... | ..... | 5 | 19 | 26 | .... |
| 14 | 85 | 40 | 21 | 4 | ..... | ..... | ..... | 31 | 26 | 144 | 52 | .... |
| 15 | 237 | 207 | 72 | 2 | 2 | ..... | ..... | 195 | 67 | 122 | 259 | 66 |
| 16 | 235 | 211 | 17 | ..... | ..... | ..... | ..... | 219 | 62 | 608 | 1,030 | 156 |
| 17 | 127 | 119 | 55 | 27 | ..... | ..... | ..... | 93 | 37 | 35 | ..... | .... |
| 18 | 31 | 22 | 24 | 12 | ..... | ..... | ..... | 45 | 29 | 20 | ..... | 2 |
| 19 | 64 | 39 | 21 | 7 | 3 | ..... | ..... | 13 | 10 | 48 | ..... | .... |
| 20 | 29 | 25 | 9 | ..... | ..... | ..... | ..... | 10 | 5 | ..... | 18 | .... |
| 21 | 42 | 36 | 9 | 3 | ..... | ..... | ..... | 13 | ..... | 80 | 17 | 30 |
| 22 | 219 | 193 | 42 | 1 | ..... | 3 | ..... | 147 | 38 | ..... | 1,898 | 51 |
| 23 | 71 | 31 | 1 | ..... | 1 | ..... | ..... | 45 | 24 | 33 | 7 | 38 |
| 24 | 99 | 80 | 33 | 16 | 4 | 3 | 1 | 33 | 27 | 123 | 88 | .... |
| 25 | 58 | 40 | 8 | 1 | 1 | ..... | ..... | 34 | 35 | 44 | 49 | 30 |
| 26 | 127 | 120 | 28 | 7 | ..... | 5 | ..... | 80 | 73 | 138 | 274 | .... |
| 27 | 37 | 36 | 15 | 9 | ..... | ..... | ..... | 22 | 8 | ..... | ..... | .... |
| 28 | 102 | 92 | 55 | 14 | ..... | 7 | 4 | 49 | 25 | 251 | 97 | .... |
| 29 | 44 | 40 | 6 | 3 | ..... | ..... | ..... | 1 | 1 | ..... | ..... | 33 |
| 30 | 46 | 45 | 7 | 4 | ..... | ..... | ..... | 18 | ..... | 3 | ..... | .... |
| 31 | 59 | 30 | 33 | 19 | ..... | 3 | 2 | 17 | 4 | 80 | ..... | 25 |
| 32 | 80 | 80 | 5 | 3 | ..... | ..... | ..... | 45 | 17 | 4 | 44 | 21 |
| 33 | 229 | 222 | 140 | 38 | 368 | 38 | ..... | 208 | 189 | 969 | 26 | 14 |
| 34 | 18 | 16 | 1 | ..... | ..... | ..... | ..... | 8 | 3 | 123 | 349 | 12 |
| 35 | 107 | 93 | 15 | 1 | 6 | ..... | ..... | 28 | 46 | 71 | 65 | 16 |
| 36 | 43 | 33 | 18 | 5 | ..... | 4 | ..... | 19 | 20 | 201 | ..... | .... |
| 37 | 56 | 25 | ..... | ..... | ..... | ..... | ..... | 3 | 6 | 41 | 357 | 33 |
| 38 | 164 | 128 | 108 | 61 | ..... | 3 | ..... | 84 | 46 | 70 | 55 | 80 |
| 39 | 115 | 113 | 67 | 47 | ..... | ..... | ..... | 69 | 43 | 115 | 190 | 70 |
| 40 | 111 | 105 | 4 | 4 | ..... | ..... | ..... | 95 | 2 | 166 | 419 | 33 |
| 41 | 38 | 36 | 6 | 16 | ..... | ..... | ..... | 35 | 21 | 111 | 61 | .... |
| 42 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .... |
| 43 | 20 | 20 | ..... | ..... | ..... | ..... | ..... | 2 | 9 | 34 | 31 | 13 |
| 44 | 28 | 27 | ..... | ..... | ..... | ..... | ..... | 9 | 1 | 64 | 57 | .... |
| 45 | 16 | 15 | 9 | 1 | 722 | 1 | ..... | 7 | 8 | 64 | ..... | .... |
| 46 | 65 | 56 | 15 | ..... | ..... | ..... | ..... | 38 | 16 | 41 | ..... | .... |
| 47 | 11 | 9 | 1 | ..... | ..... | ..... | ..... | 6 | 6 | 11 | ..... | .... |
| 48 | 38 | 19 | 11 | 2 | 862 | ..... | ..... | 17 | 4 | ..... | ..... | .... |
| 49 | 14 | 10 | 3 | ..... | ..... | ..... | ..... | 12 | 10 | 9 | ..... | .... |
| | 3,514 | 2,997 | 1,071 | 411 | 2,789 | 70 | 7 | 1,928 | 1,050 | 5,009 | 6,995 | 895 |

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

| Cities | Reading | | | | | |
|---|---|---|---|---|---|---|
| | Primer | 1st Book | 2nd Book | 3rd Book | 4th Book | Beyond 4th Book |
| 1 Belleville | 607 | 244 | 295 | 257 | 295 | ..... |
| 2 Brantford | 979 | 520 | 711 | 568 | 496 | ..... |
| 3 Chatham | 380 | 311 | 370 | 295 | 297 | ..... |
| 4 Fort William | 481 | 245 | 316 | 322 | 244 | ..... |
| 5 Guelph | 396 | 275 | 371 | 469 | 276 | 108 |
| 6 Hamilton | 2,104 | 1,508 | 1,942 | 2,420 | 1,977 | 469 |
| 7 Kingston | 560 | 314 | 385 | 636 | 545 | ..... |
| 8 London | 1,280 | 912 | 1,515 | 1,425 | 1,401 | ..... |
| 9 Niagara Falls | 449 | 185 | 219 | 270 | 269 | ..... |
| 10 Ottawa | 1,618 | 992 | 1,530 | 1,541 | 1,432 | 352 |
| 11 Peterborough | 655 | 370 | 471 | 395 | 408 | ..... |
| 12 Port Arthur | 440 | 195 | 280 | 313 | 262 | ..... |
| 13 St. Catharines | 471 | 224 | 244 | 405 | 352 | ..... |
| 14 St. Thomas | 486 | 379 | 407 | 400 | 407 | ..... |
| 15 Stratford | 373 | 274 | 318 | 461 | 404 | ..... |
| 16 Toronto | 10,670 | 7,057 | 10,263 | 10,193 | 7,822 | 739 |
| 17 Windsor | 937 | 271 | 272 | 414 | 246 | ..... |
| 18 Woodstock | 491 | 162 | 199 | 250 | 324 | ..... |
| Totals | 23,377 | 14,438 | 20,108 | 21,034 | 17,457 | 1,668 |
| Towns | | | | | | |
| 1 Alexandria | 18 | 5 | 12 | 11 | 15 | ..... |
| 2 Alliston | 78 | 25 | 45 | 39 | 49 | ..... |
| 3 Almonte | 55 | 55 | 70 | 70 | 52 | ..... |
| 4 Amherstburg | 61 | 53 | 53 | 52 | 48 | ..... |
| 5 Arnprior | 157 | 99 | 114 | 133 | 105 | ..... |
| 6 Aurora | 78 | 47 | 96 | 53 | 54 | ..... |
| 7 Aylmer | 54 | 49 | 87 | 76 | 84 | ..... |
| 8 Barrie | 197 | 135 | 228 | 177 | 254 | ..... |
| 9 Berlin | 351 | 284 | 554 | 423 | 349 | ..... |
| 10 Blenheim | 103 | 35 | 53 | 48 | 74 | ..... |
| 11 Blind River | 124 | 23 | 37 | 42 | 43 | ..... |
| 12 Bonfield | 15 | 6 | 1 | 3 | 3 | ..... |
| 13 Bothwell | 33 | 15 | 19 | 25 | 30 | ..... |
| 14 Bowmanville | 90 | 85 | 89 | 101 | 105 | ..... |
| 15 Bracebridge | 217 | 140 | 80 | 161 | 71 | ..... |
| 16 Brampton | 154 | 76 | 93 | 101 | 101 | ..... |
| 17 Brockville | 378 | 245 | 163 | 305 | 227 | ..... |
| 18 Bruce Mines | 62 | 30 | 34 | 35 | 36 | ..... |
| 19 Cache Bay | 25 | 29 | 28 | 30 | 15 | 4 |
| 20 Campbellford | 171 | 103 | 107 | 113 | 125 | ..... |
| 21 Carleton Place | 180 | 124 | 117 | 137 | 98 | ..... |
| 22 Chelmsford | 5 | 2 | ..... | 2 | ..... | 3 |
| 23 Chesley | 99 | 41 | 77 | 64 | 64 | ..... |
| 24 Clinton | 101 | 47 | 44 | 123 | 77 | ..... |
| 25 Cobalt | 325 | 118 | 108 | 66 | 86 | ..... |
| 26 Cobourg | 124 | 88 | 118 | 108 | 93 | ..... |
| 27 Cochrane | 58 | 25 | 15 | 12 | 7 | ..... |
| 28 Collingwood | 286 | 163 | 355 | 147 | 325 | ..... |
| 29 Copper Cliff | 208 | 106 | 67 | 47 | 58 | ..... |
| 30 Cornwall | 135 | 84 | 133 | 108 | 131 | ..... |
| 31 Deseronto | 148 | 59 | 86 | 95 | 62 | ..... |
| 32 Dresden | 98 | 87 | 50 | 51 | 58 | ..... |
| 33 Dryden | 47 | 37 | 27 | 15 | 38 | 13 |
| 34 Dundas | 205 | 107 | 104 | 100 | 132 | ..... |
| 35 Dunnville | 137 | 53 | 61 | 102 | 102 | ..... |
| 36 Durham | 86 | 49 | 45 | 53 | 62 | ..... |

**SCHOOLS—Continued**

**VARIOUS BRANCHES OF INSTRUCTION—Continued**

| | Art | Geography | Music | Literature | Composition | Grammar | English History | Canadian History |
|---|---|---|---|---|---|---|---|---|
| 1 | 1,698 | 1,580 | 1,698 | 1,697 | 1,698 | 300 | 481 | 683 |
| 2 | 3,274 | 3,274 | 3,274 | 3,274 | 3,274 | 728 | 1,006 | 1,006 |
| 3 | 1,653 | 1,395 | 1,653 | 1,653 | 1,653 | 297 | 1,060 | 849 |
| 4 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 242 | 242 | 566 |
| 5 | 1,787 | 1,742 | 1,548 | 1,768 | 1,798 | 673 | 586 | 784 |
| 6 | 10,351 | 9,648 | 10,405 | 9,850 | 6,808 | 4,866 | 4,878 | 6,215 |
| 7 | 2,440 | 1,916 | 1,915 | 2,285 | 2,356 | 518 | 745 | 788 |
| 8 | 6,533 | 6,533 | 6,533 | 6,533 | 6,533 | 1,401 | 2,825 | 4,523 |
| 9 | 1,384 | 1,225 | 1,096 | 1,341 | 1,334 | 549 | 543 | 543 |
| 10 | 7,465 | 7,465 | 7,465 | 7,465 | 7,465 | 2,251 | 2,917 | 2,407 |
| 11 | 2,299 | 2,299 | 2,299 | 2,299 | 2,299 | 408 | 1,274 | 1,274 |
| 12 | 1,490 | 1,050 | 1,490 | 855 | 1,050 | 575 | 575 | 575 |
| 13 | 1,225 | 1,225 | ..... | 1,001 | 1,001 | 556 | 759 | 759 |
| 14 | 2,079 | 2,079 | ..... | 2,079 | 2,079 | 407 | 407 | 807 |
| 15 | 1,830 | 1,830 | 1,830 | 1,830 | 1,830 | 820 | 820 | 874 |
| 16 | 45,657 | 45,134 | 46,002 | 43,095 | 44,863 | 29,151 | 9,294 | 14,594 |
| 17 | 2,140 | 932 | 2,140 | 2,140 | 2,140 | 246 | 660 | 660 |
| 18 | 1,426 | 1,426 | ..... | 1,426 | 1,426 | 324 | 574 | 574 |
| | 96,339 | 92,361 | 90,956 | 92,199 | 91,215 | 44,312 | 29,646 | 38,481 |
| 1 | 61 | 61 | 61 | 61 | 61 | 15 | 26 | 26 |
| 2 | 236 | 236 | 236 | 236 | 236 | 88 | 42 | 46 |
| 3 | 302 | 192 | 302 | 302 | 302 | 192 | 122 | 122 |
| 4 | 267 | 153 | 267 | 206 | 206 | 100 | 48 | 100 |
| 5 | 608 | 608 | 608 | 608 | 608 | 238 | 238 | 352 |
| 6 | 328 | 203 | 328 | 328 | 328 | 107 | 107 | 203 |
| 7 | 350 | 250 | 151 | 350 | 350 | 160 | 160 | 160 |
| 8 | 937 | 937 | 937 | 937 | 937 | 431 | 431 | 431 |
| 9 | 1,961 | 1,681 | 1,961 | 1,961 | 1,961 | 613 | 333 | 705 |
| 10 | 313 | 175 | 313 | 313 | 313 | 122 | 122 | 122 |
| 11 | 269 | 148 | ..... | 142 | 142 | 80 | 85 | 85 |
| 12 | 28 | 28 | 28 | 28 | 28 | 6 | 3 | 6 |
| 13 | 122 | 89 | 122 | 89 | 89 | 55 | 89 | 89 |
| 14 | 470 | 295 | 470 | 470 | 470 | 206 | 105 | 105 |
| 15 | 669 | 669 | 669 | 669 | 669 | 71 | 312 | 312 |
| 16 | 525 | 371 | 525 | 371 | 371 | 101 | 202 | 202 |
| 17 | 1,318 | 1,318 | 1,318 | 792 | 1,318 | 227 | 792 | 792 |
| 18 | 197 | 135 | 197 | 197 | 197 | 105 | 71 | 71 |
| 19 | 86 | 86 | ..... | 86 | 86 | 77 | 19 | 49 |
| 20 | 619 | 619 | 619 | 619 | 619 | 125 | 238 | 345 |
| 21 | 656 | 352 | ..... | 656 | 656 | 98 | 235 | 235 |
| 22 | 5 | 5 | ..... | 5 | 7 | 6 | 4 | 5 |
| 23 | 345 | 345 | 345 | 345 | 345 | 128 | 128 | 236 |
| 24 | 392 | 392 | 319 | 392 | 392 | 200 | 112 | 244 |
| 25 | 703 | 378 | 703 | 378 | 703 | 152 | 56 | 96 |
| 26 | 531 | 407 | 531 | 407 | 407 | 201 | 46 | 95 |
| 27 | 117 | 34 | 117 | 34 | 34 | 34 | 34 | 34 |
| 28 | 1,276 | 1,165 | 1,108 | 1,276 | 1,276 | 436 | 540 | 986 |
| 29 | 486 | 172 | ..... | 486 | 486 | 105 | 105 | 105 |
| 30 | 591 | 591 | 591 | 591 | 591 | 131 | 145 | 194 |
| 31 | 450 | 450 | 450 | 450 | 450 | 62 | 62 | 62 |
| 32 | 344 | 344 | 344 | 344 | 344 | 109 | 58 | 109 |
| 33 | 177 | 93 | 177 | 177 | 177 | 93 | 63 | 63 |
| 34 | 648 | 390 | 648 | 648 | 648 | 390 | 179 | 232 |
| 35 | 455 | 318 | 190 | 204 | 318 | 204 | 63 | 89 |
| 36 | 295 | 209 | 49 | 209 | 209 | 62 | 115 | 160 |

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

| Cities—Concluded | Physiology and Hygiene | Nature Study | Physical Culture | Bookkeeping | Arithmetic and Mensuration | Algebra |
|---|---|---|---|---|---|---|
| 1 Belleville | 1,175 | 1,698 | 1,698 | ..... | ..... | ..... |
| 2 Brantford | 3,274 | 3,274 | 3,274 | ..... | ..... | ..... |
| 3 Chatham | 1,531 | 1,653 | 1,653 | ..... | ..... | ..... |
| 4 Fort William | 1,608 | 1,608 | 1,608 | ..... | ..... | ..... |
| 5 Guelph | 1,372 | 1,348 | 1,895 | 108 | 108 | ..... |
| 6 Hamilton | 8,712 | 9,882 | 10,420 | 469 | 469 | 469 |
| 7 Kingston | 2,309 | 2,400 | 2,304 | ..... | ..... | ..... |
| 8 London | 6,533 | 6,533 | 6,533 | ..... | ..... | ..... |
| 9 Niagara Falls | 543 | 1,289 | 1,289 | 115 | ..... | ..... |
| 10 Ottawa | 7,465 | 7,465 | 7,465 | 352 | 352 | 263 |
| 11 Peterborough | 2,299 | 2,299 | 2,299 | ..... | ..... | ..... |
| 12 Port Arthur | 575 | 1,490 | ..... | ..... | ..... | ..... |
| 13 St. Catharines | 759 | 1,225 | 1,696 | ..... | ..... | ..... |
| 14 St. Thomas | 2,079 | 2,079 | 2,079 | ..... | ..... | ..... |
| 15 Stratford | 1,830 | 1,830 | 1,830 | ..... | ..... | ..... |
| 16 Toronto | 41,423 | 44,866 | 46,230 | 1,809 | 739 | ..... |
| 17 Windsor | 932 | 2,140 | 2,140 | ..... | ..... | ..... |
| 18 Woodstock | 1,426 | 1,426 | ..... | ..... | ..... | ..... |
| Totals | 85,845 | 94,505 | 94,413 | 2,853 | 1,668 | 732 |
| Towns | | | | | | |
| 1 Alexandria | 26 | 61 | 61 | ..... | ..... | ..... |
| 2 Alliston | 49 | 236 | 197 | ..... | ..... | ..... |
| 3 Almonte | 122 | 302 | 268 | ..... | ..... | ..... |
| 4 Amherstburg | 267 | 267 | 267 | ..... | ..... | ..... |
| 5 Arnprior | 608 | 608 | 608 | ..... | ..... | ..... |
| 6 Aurora | 328 | 328 | 220 | ..... | ..... | ..... |
| 7 Aylmer | 350 | 350 | 350 | 54 | ..... | ..... |
| 8 Barrie | 431 | 937 | 937 | ..... | ..... | ..... |
| 9 Berlin | 1,692 | 1,961 | 1,634 | ..... | ..... | ..... |
| 10 Blenheim | 313 | 313 | 313 | ..... | ..... | ..... |
| 11 Blind River | 85 | 85 | ..... | ..... | ..... | ..... |
| 12 Bonfield | 28 | 6 | 28 | ..... | ..... | ..... |
| 13 Bothwell | 89 | 122 | 122 | ..... | ..... | ..... |
| 14 Bowmanville | 470 | 470 | 470 | ..... | ..... | ..... |
| 15 Bracebridge | 669 | 669 | 669 | 71 | ..... | ..... |
| 16 Brampton | 295 | 295 | 525 | ..... | ..... | ..... |
| 17 Brockville | 1,318 | 1,318 | 1,318 | ..... | ..... | ..... |
| 18 Bruce Mines | 36 | 105 | 197 | ..... | ..... | ..... |
| 19 Cache Bay | 49 | 131 | 131 | ..... | ..... | ..... |
| 20 Campbellford | 619 | 619 | 619 | 77 | ..... | ..... |
| 21 Carleton Place | 656 | 656 | 656 | ..... | ..... | ..... |
| 22 Chelmsford | 4 | 12 | 12 | 2 | 3 | 3 |
| 23 Chesley | 345 | 345 | 345 | ..... | ..... | ..... |
| 24 Clinton | 392 | 392 | 392 | ..... | ..... | ..... |
| 25 Cobalt | 703 | 703 | 703 | ..... | ..... | ..... |
| 26 Cobourg | 201 | 201 | 531 | ..... | ..... | ..... |
| 27 Cochrane | 34 | 117 | 83 | ..... | ..... | ..... |
| 28 Collingwood | 1,221 | 1,276 | 1,105 | ..... | ..... | ..... |
| 29 Copper Cliff | 58 | 486 | ..... | ..... | ..... | ..... |
| 30 Cornwall | 591 | 591 | 591 | ..... | ..... | ..... |
| 31 Deseronto | 62 | 450 | 450 | ..... | ..... | ..... |
| 32 Dresden | 344 | 344 | 344 | ..... | ..... | ..... |
| 33 Dryden | 66 | 177 | 177 | 13 | 13 | 13 |
| 34 Dundas | 648 | 648 | 648 | ..... | ..... | ..... |
| 35 Dunnville | 370 | 455 | 392 | ..... | ..... | ..... |
| 36 Durham | 160 | 209 | 98 | ..... | ..... | ..... |

**SCHOOLS—Continued**

**VARIOUS BRANCHES OF INSTRUCTION—Continued**

| | Geometry | Latin | French (beyond 4th Book) | French (Primer to 4th Book) | German (beyond 4th Book) | German (Primer to 4th Book) | Elementary Science | Commercial Subjects | Agriculture | Manual Training | Household Science |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 43 |
| 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 239 | 235 |
| 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 989 | 220 |
| 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 108 | ..... | 292 | 409 |
| 6 | 419 | ..... | ..... | ..... | ..... | ..... | 306 | 469 | ..... | 1,230 | 1,705 |
| 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,220 | 373 |
| 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 688 | 465 |
| 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 10 | 263 | ..... | ..... | ..... | ..... | ..... | 263 | 352 | ..... | 1,397 | 1,951 |
| 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 120 | 133 |
| 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 124 | 135 |
| 13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 258 | ..... |
| 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 195 | 204 |
| 16 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 739 | ..... | 41,232 | 9,777 |
| 17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 257 | 257 |
| | 682 | ..... | ..... | ..... | ..... | ..... | 569 | 1,668 | ..... | 49,241 | 15,907 |
| 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | ..... | ..... | ..... | ..... | ..... | 1,263 | ..... | ..... | ..... | 161 | 186 |
| 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 16 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 233 | 252 |
| 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 19 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 22 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 23 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 24 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 25 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 26 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 27 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 28 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 29 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 591 | ..... |
| 31 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 32 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 344 | ..... |
| 33 | 13 | 13 | ..... | ..... | ..... | ..... | 13 | 13 | 13 | ..... | ..... |
| 34 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 36 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

| Towns—Continued | Reading | | | | | |
|---|---|---|---|---|---|---|
| | Primer | 1st Book | 2nd Book | 3rd Book | 4th Book | Beyond 4th Book |
| 37 Englehart | 70 | 17 | 28 | 24 | 36 | 5 |
| 38 Essex | 89 | 54 | 73 | 48 | 63 | ..... |
| 39 Forest | 58 | 50 | 51 | 39 | 77 | ..... |
| 40 Fort Frances | 50 | 42 | 61 | 26 | 25 | ..... |
| 41 Galt | 351 | 113 | 333 | 316 | 321 | ..... |
| 42 Gananoque | 243 | 120 | 183 | 142 | 129 | ..... |
| 43 Goderich | 149 | 54 | 142 | 147 | 167 | ..... |
| 44 Gore Bay | 23 | 31 | 45 | 50 | 48 | ..... |
| 45 Gravenhurst | 114 | 58 | 107 | 50 | 63 | ..... |
| 46 Haileybury | 192 | 59 | 135 | 87 | 67 | ..... |
| 47 Hanover | 196 | 67 | 98 | 102 | 35 | ..... |
| 48 Harriston | 53 | 50 | 58 | 75 | 69 | ..... |
| 49 Hawkesbury | 60 | 13 | 22 | 40 | 42 | ..... |
| 50 Hespeler | 89 | 77 | 100 | 148 | 80 | 27 |
| 51 Huntsville | 187 | 114 | 95 | 78 | 70 | ..... |
| 52 Ingersoll | 149 | 85 | 183 | 151 | 146 | ..... |
| 53 Kearney | 28 | 10 | 10 | 16 | 18 | ..... |
| 54 Keewatin | 59 | 38 | 46 | 48 | 34 | ..... |
| 55 Kenora | 320 | 170 | 194 | 177 | 118 | ..... |
| 56 Kincardine | 88 | 42 | 60 | 73 | 95 | ..... |
| 57 Kingsville | 112 | 29 | 58 | 88 | 55 | 17 |
| 58 Latchford | 51 | 23 | 23 | 10 | 25 | 7 |
| 59 Leamington | 53 | 137 | 97 | 89 | 78 | ..... |
| 60 Lindsay | 245 | 101 | 211 | 224 | 222 | ..... |
| 61 Listowel | 100 | 66 | 75 | 123 | 104 | ..... |
| 62 Little Current | 140 | 35 | 30 | 63 | 47 | ..... |
| 63 Massey | 50 | 13 | 43 | 27 | 32 | 15 |
| 64 Mattawa | 13 | 6 | 9 | 14 | 13 | 2 |
| 65 Meaford | 184 | 50 | 98 | 90 | 104 | ..... |
| 66 Midland | 459 | 189 | 207 | 202 | 160 | ..... |
| 67 Milton | 124 | 136 | 40 | 30 | 76 | ..... |
| 68 Mitchell | 38 | 39 | 36 | 78 | 98 | ..... |
| 69 Mount Forest | 68 | 39 | 50 | 76 | 56 | ..... |
| 70 Napanee | 115 | 81 | 97 | 95 | 144 | ..... |
| 71 New Liskeard | 181 | 35 | 105 | 65 | 92 | ..... |
| 72 Newmarket | 183 | 48 | 85 | 90 | 73 | ..... |
| 73 Niagara | 63 | 28 | 26 | 48 | 64 | ..... |
| 74 North Bay | 198 | 231 | 101 | 155 | 117 | ..... |
| 75 North Toronto | 447 | 189 | 196 | 148 | 121 | ..... |
| 76 Oakville | 117 | 58 | 106 | 49 | 57 | ..... |
| 77 Orangeville | 92 | 72 | 80 | 95 | 99 | ..... |
| 78 Orillia | 341 | 213 | 257 | 207 | 182 | 52 |
| 79 Oshawa | 415 | 200 | 234 | 270 | 116 | ..... |
| 80 Owen Sound | 461 | 352 | 506 | 415 | 404 | ..... |
| 81 Palmerston | 74 | 55 | 54 | 38 | 78 | ..... |
| 82 Paris | 102 | 77 | 80 | 129 | 143 | ..... |
| 83 Parkhill | 27 | 34 | 41 | 43 | 60 | ..... |
| 84 Parry Sound | 331 | 139 | 215 | 144 | 91 | ..... |
| 85 Pembroke | 180 | 109 | 131 | 133 | 152 | ..... |
| 86*Penetanguishene | 254 | 135 | 115 | 110 | 101 | ..... |
| 87 Perth | 98 | 41 | 87 | 87 | 89 | ..... |
| 88 Petrolea | 217 | 95 | 98 | 185 | 115 | ..... |
| 89 Picton | 102 | 68 | 119 | 83 | 109 | ..... |
| 90 Port Hope | 203 | 123 | 92 | 156 | 166 | ..... |

*Including Protestant Separate School.

## SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION—Continued

| | Art | Geography | Music | Literature | Composition | Grammar | English History | Canadian History |
|---|---|---|---|---|---|---|---|---|
| 37 | 180 | 180 | ..... | 93 | 93 | 41 | 65 | 65 |
| 38 | 327 | 238 | 264 | 268 | 268 | 111 | 63 | 111 |
| 39 | 275 | 167 | 275 | 167 | 275 | 116 | 116 | 116 |
| 40 | 204 | 112 | 204 | 112 | 112 | 51 | 51 | 51 |
| 41 | 1,434 | 1,434 | 958 | 1,434 | 1,434 | 698 | 510 | 800 |
| 42 | 817 | 574 | 422 | 817 | 817 | 188 | 129 | 454 |
| 43 | 659 | 510 | 659 | 458 | 458 | 314 | 263 | 314 |
| 44 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 |
| 45 | 392 | 392 | 392 | 392 | 392 | 116 | 72 | 245 |
| 46 | 540 | 348 | 540 | 348 | 540 | 96 | 96 | 307 |
| 47 | 498 | 498 | 498 | 498 | 498 | 137 | 235 | 235 |
| 48 | 305 | 305 | 305 | 305 | 305 | 144 | 154 | 148 |
| 49 | 177 | 177 | 177 | 177 | 177 | 42 | 82 | 104 |
| 50 | 521 | 521 | ..... | 393 | 393 | 153 | 107 | 255 |
| 51 | 410 | 312 | ..... | 344 | 290 | 173 | 46 | 146 |
| 52 | 714 | 714 | 714 | 714 | 714 | 297 | 283 | 152 |
| 53 | 34 | 34 | ..... | 72 | 44 | 34 | 18 | 34 |
| 54 | 117 | 117 | 225 | 177 | 177 | 93 | 93 | 93 |
| 55 | 979 | 489 | 490 | 659 | 659 | 295 | 118 | 295 |
| 56 | 358 | 300 | 358 | 358 | 358 | 120 | 210 | 305 |
| 57 | 359 | 218 | ..... | 218 | 218 | 160 | 72 | 218 |
| 58 | 109 | 59 | 88 | 109 | 109 | 40 | 30 | 29 |
| 59 | 401 | 311 | ..... | 311 | 361 | 167 | 167 | 167 |
| 60 | 1,003 | 883 | 1,003 | 747 | 894 | 386 | 329 | 448 |
| 61 | 468 | 302 | 468 | 302 | 468 | 227 | 104 | 154 |
| 62 | 315 | 140 | 315 | 315 | 315 | 140 | 110 | 110 |
| 63 | 180 | 130 | 92 | 130 | 130 | 74 | 74 | 94 |
| 64 | 57 | 39 | 57 | 57 | 39 | 30 | 30 | 14 |
| 65 | 526 | 526 | 526 | 526 | 526 | 194 | 194 | 194 |
| 66 | 1,217 | 1,217 | ..... | 1,217 | 1,217 | 362 | 362 | 569 |
| 67 | 406 | 406 | 406 | 406 | 406 | 146 | 76 | 176 |
| 68 | 289 | 217 | 191 | 289 | 289 | 217 | 98 | 176 |
| 69 | 289 | 289 | 289 | 289 | 289 | 132 | 132 | 132 |
| 70 | 532 | 532 | 532 | 532 | 532 | 144 | 144 | 144 |
| 71 | 297 | 297 | 478 | 297 | 297 | 157 | 157 | 262 |
| 72 | 479 | 479 | 479 | 479 | 479 | 163 | 163 | 296 |
| 73 | 229 | 229 | 170 | 167 | 166 | 64 | 175 | 186 |
| 74 | 802 | 604 | 802 | 802 | 604 | 117 | 373 | 373 |
| 75 | 1,101 | 786 | 1,047 | 1,101 | 915 | 195 | 454 | 438 |
| 76 | 387 | 387 | 387 | 387 | 387 | 106 | 106 | 106 |
| 77 | 438 | 332 | 376 | 438 | 438 | 194 | 157 | 253 |
| 78 | 1,252 | 911 | 983 | 911 | 440 | 397 | 287 | 650 |
| 79 | 1,235 | 1,114 | 946 | 1,114 | 1,114 | 281 | 448 | 402 |
| 80 | 2,138 | 2,138 | 2,138 | 2,138 | 2,138 | 604 | 819 | 819 |
| 81 | 299 | 299 | 299 | 225 | 299 | 225 | 78 | 116 |
| 82 | 531 | 531 | 531 | 531 | 531 | 143 | 272 | 272 |
| 83 | 205 | 205 | 205 | 205 | 205 | 103 | 60 | 103 |
| 84 | 920 | 920 | 920 | 589 | 920 | 340 | 74 | 180 |
| 85 | 705 | 705 | 705 | 705 | 705 | 152 | 525 | 220 |
| 86 | 705 | 451 | 705 | 451 | 451 | 273 | 326 | 326 |
| 87 | 402 | 402 | 402 | 402 | 402 | 222 | 89 | 176 |
| 88 | 710 | 710 | 710 | 710 | 710 | 115 | 300 | 300 |
| 89 | 481 | 481 | 481 | 481 | 481 | 109 | 192 | 311 |
| 90 | 740 | 740 | 740 | 740 | 740 | 740 | 166 | 322 |

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

| Towns—Continued | Physiology and Hygiene | Nature Study | Physical Culture | Bookkeeping | Arithmetic and Mensuration | Algebra |
|---|---|---|---|---|---|---|
| 37 Englehart | 93 | 180 | 180 | ..... | 5 | 5 |
| 38 Essex | 238 | 327 | 264 | ..... | ..... | ..... |
| 39 Forest | 116 | 275 | 275 | ..... | ..... | ..... |
| 40 Fort Frances | 112 | 204 | 204 | ..... | ..... | ..... |
| 41 Galt | 1,434 | 1,434 | 1,071 | ..... | ..... | ..... |
| 42 Gananoque | 817 | 817 | 817 | ..... | ..... | ..... |
| 43 Goderich | 523 | 659 | 659 | ..... | ..... | ..... |
| 44 Gore Bay | 197 | 197 | 197 | ..... | ..... | ..... |
| 45 Gravenhurst | 194 | 392 | 282 | ..... | ..... | ..... |
| 46 Haileybury | 540 | 540 | 540 | ..... | ..... | ..... |
| 47 Hanover | 498 | 498 | ..... | ..... | ..... | ..... |
| 48 Harriston | 305 | 305 | 305 | ..... | ..... | ..... |
| 49 Hawkesbury | 177 | 177 | 177 | ..... | ..... | ..... |
| 50 Hespeler | 255 | 521 | 521 | 12 | 12 | 12 |
| 51 Huntsville | 275 | ..... | ..... | ..... | ..... | ..... |
| 52 Ingersoll | 714 | 714 | 714 | ..... | ..... | ..... |
| 53 Kearney | 34 | 54 | ..... | ..... | ..... | ..... |
| 54 Keewatin | 93 | 225 | 225 | ..... | ..... | ..... |
| 55 Kenora | 489 | 489 | 979 | ..... | ..... | ..... |
| 56 Kincardine | 358 | 358 | 358 | 53 | ..... | ..... |
| 57 Kingsville | 247 | 247 | 359 | 17 | 17 | 17 |
| 58 Latchford | 59 | 109 | 109 | 7 | 7 | 7 |
| 59 Leamington | 311 | 264 | 454 | ..... | ..... | ..... |
| 60 Lindsay | 715 | 835 | 1,003 | ..... | ..... | ..... |
| 61 Listowel | 104 | 468 | 468 | ..... | ..... | ..... |
| 62 Little Current | 110 | 315 | 315 | ..... | ..... | ..... |
| 63 Massey | 59 | 51 | ..... | 15 | 15 | 15 |
| 64 Mattawa | 39 | 57 | 57 | ..... | ..... | ..... |
| 65 Meaford | 526 | 526 | 526 | ..... | ..... | ..... |
| 66 Midland | 569 | 1,217 | 1,217 | ..... | ..... | ..... |
| 67 Milton | 406 | 406 | 406 | ..... | ..... | ..... |
| 68 Mitchell | 217 | 289 | 289 | ..... | ..... | ..... |
| 69 Mount Forest | 289 | 289 | 289 | ..... | ..... | ..... |
| 70 Napanee | 532 | 532 | 532 | ..... | ..... | ..... |
| 71 New Liskeard | 297 | 478 | 478 | ..... | ..... | ..... |
| 72 Newmarket | 479 | 479 | ..... | ..... | ..... | ..... |
| 73 Niagara | 186 | 186 | ..... | ..... | ..... | ..... |
| 74 North Bay | 604 | 802 | 802 | ..... | ..... | ..... |
| 75 North Toronto | 915 | 915 | 915 | ..... | ..... | ..... |
| 76 Oakville | 387 | 387 | 387 | ..... | ..... | ..... |
| 77 Orangeville | 315 | 366 | 438 | ..... | ..... | ..... |
| 78 Orillia | 744 | 1,088 | 1,088 | 52 | 52 | ..... |
| 79 Oshawa | 626 | 885 | 1,235 | ..... | ..... | ..... |
| 80 Owen Sound | 819 | 2,138 | 2,138 | ..... | ..... | ..... |
| 81 Palmerston | 225 | 299 | 299 | ..... | ..... | ..... |
| 82 Paris | 378 | 531 | 531 | ..... | ..... | ..... |
| 83 Parkhill | 103 | 205 | 205 | 60 | ..... | ..... |
| 84 Parry Sound | 920 | 920 | 920 | ..... | ..... | ..... |
| 85 Pembroke | 705 | 705 | 705 | ..... | ..... | ..... |
| 86*Penetanguishene | 451 | 705 | 705 | ..... | ..... | ..... |
| 87 Perth | 402 | 402 | 402 | ..... | ..... | ..... |
| 88 Petrolea | 300 | 710 | 710 | ..... | ..... | ..... |
| 89 Picton | 481 | 481 | 481 | ..... | ..... | ..... |
| 90 Port Hope | 322 | 740 | 740 | ..... | ..... | ..... |

* Including Protestant Separate School.

## SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION—Continued

| | Geometry | Latin | French (beyond 4th Book) | French (Primer to 4th Book) | German (beyond 4th Book) | German (Primer to 4th Book) | Elementary Science | Commercial Subjects | Agriculture | Manual Training | Household Science |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 37 | 5 | | | | | | 5 | | | | |
| 38 | | | | | | | | | | | |
| 39 | | | | | | | | | | | |
| 40 | | | | | | | | | | | |
| 41 | | | | | | | | | | 160 | 161 |
| 42 | | | | | | | | | | | |
| 43 | | | | | | | | | | | |
| 44 | | | | | | | | | | | |
| 45 | | | | | | | | | | | |
| 46 | | | | | | | | | | | |
| 47 | | | | | | | | | | | |
| 48 | | | | | | | | | | | |
| 49 | | | | | | | | | | | |
| 50 | 12 | | | | | | 12 | 12 | | | |
| 51 | | | | | | | | | | | |
| 52 | | | | | | | | | | 72 | 74 |
| 53 | | | | | | | | | | | |
| 54 | | | | | | | | | | | |
| 55 | | | | | | | | | | | |
| 56 | | | | | | | | | | | |
| 57 | 17 | 17 | | | | | 17 | | | | |
| 58 | 7 | 7 | 7 | | 5 | | 7 | | | 109 | 38 |
| 59 | | | | | | | | | | | |
| 60 | | | | | | | | | | | |
| 61 | | | | | | | | | | 156 | 159 |
| 62 | | | | | | | | | | | |
| 63 | 15 | 13 | 15 | | | | 15 | 15 | | | |
| 64 | | | | | | | | | | | |
| 65 | | | | | | | | | | | |
| 66 | | | | | | | | | 160 | | |
| 67 | | | | | | | | | | | |
| 68 | | | | | | | | | | | |
| 69 | | | | | | | | | | | |
| 70 | | | | | | | | | | | |
| 71 | | | | | | | | | | | |
| 72 | | | | | | | | | | | |
| 73 | | | | | | | | | | | |
| 74 | | | | | | | | | | 141 | 131 |
| 75 | | | | | | | | | | | |
| 76 | | | | | | | | | | | |
| 77 | | | | | | | | | | | |
| 78 | | | | | | | | 52 | | | |
| 79 | | | | | | | | | | 445 | |
| 80 | | | | | | | | | | 194 | 210 |
| 81 | | | | | | | | | | | |
| 82 | | | | | | | | | | | |
| 83 | | | | | | | | | | | |
| 84 | | | | | | | | | | | |
| 85 | | | | | | | | | | | |
| 86 | | | | | | | | | | | |
| 87 | | | | | | | | | | | |
| 88 | | | | | | | | | | | |
| 89 | | | | | | | | | | | |
| 90 | | | | | | | | | | | |

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

| Towns—Continued | Reading | | | | | |
|---|---|---|---|---|---|---|
| | Primer | 1st Book | 2nd Book | 3rd Book | 4th Book | Beyond 4th Book |
| 91 Powassan | 68 | 27 | 46 | 32 | 34 | ..... |
| 92 Prescott | 70 | 89 | 34 | 50 | 71 | ..... |
| 93 Preston | 121 | 72 | 135 | 95 | 86 | ..... |
| 94 Rainy River | 81 | 52 | 25 | 22 | 31 | 12 |
| 95 Renfrew | 123 | 62 | 86 | 88 | 90 | ..... |
| 96 Ridgetown | 121 | 68 | 42 | 62 | 55 | ..... |
| 97 Rockland | 19 | 10 | 8 | 11 | 18 | ..... |
| 98 St. Mary's | 143 | 72 | 74 | 109 | 138 | ..... |
| 99 Sandwich | 58 | 40 | 30 | 26 | 44 | ..... |
| 100 Sarnia | 400 | 235 | 258 | 294 | 303 | ..... |
| 101 Sault Ste. Marie | 588 | 265 | 258 | 273 | 262 | ..... |
| 102 Seaforth | 58 | 45 | 44 | 64 | 86 | ..... |
| 103 Simcoe | 119 | 109 | 131 | 126 | 144 | ..... |
| 104 Smith's Falls | 411 | 153 | 232 | 177 | 236 | ..... |
| 105 Southampton | 97 | 56 | 67 | 78 | 66 | ..... |
| 106 Stayner | 63 | 18 | 51 | 49 | 50 | ..... |
| 107 Steelton | 275 | 80 | 102 | 97 | 108 | ..... |
| 108 Strathroy | 116 | 85 | 113 | 110 | 121 | ..... |
| 109 Sturgeon Falls | 56 | 28 | 53 | 31 | 30 | 4 |
| 110 Sudbury | 79 | 97 | 49 | 111 | 96 | ..... |
| 111 Thessalon | 173 | 64 | 77 | 70 | 63 | ..... |
| 112 Thornbury | 40 | 9 | 31 | 18 | 39 | ..... |
| 113 Thorold | 113 | 52 | 101 | 82 | 53 | ..... |
| 114 Tilbury | 32 | 16 | 30 | 20 | 25 | ..... |
| 115 Tillsonburg | 81 | 106 | 120 | 96 | 144 | ..... |
| 116 Trenton | 156 | 119 | 124 | 109 | 95 | ..... |
| 117 Uxbridge | 72 | 38 | 69 | 89 | 74 | ..... |
| 118 Vankleek Hill | 49 | 6 | 32 | 38 | 44 | ..... |
| 119 Walkerton | 92 | 48 | 54 | 68 | 71 | ..... |
| 120 Walkerville | 121 | 50 | 74 | 107 | 69 | ..... |
| 121 Wallaceburg | 285 | 81 | 110 | 96 | 72 | ..... |
| 122 Waterloo | 95 | 82 | 162 | 117 | 115 | ..... |
| 123 Webbwood | 76 | 28 | 23 | 52 | 37 | ..... |
| 124 Welland | 290 | 125 | 162 | 138 | 119 | ..... |
| 125 Whitby | 103 | 37 | 50 | 66 | 102 | ..... |
| 126 Wiarton | 129 | 100 | 77 | 77 | 127 | ..... |
| 127 Wingham | 53 | 56 | 91 | 104 | 85 | ..... |
| Totals | 18,095 | 9,919 | 12,421 | 12,176 | 11,982 | 161 |
| Totals | | | | | | |
| 1 Rural Schools | 55,426 | 27,855 | 41,088 | 40,794 | 43,183 | 4,191 |
| 2 Cities | 23,377 | 14,438 | 20,108 | 21,034 | 17,457 | 1,668 |
| 3 Towns | 18,095 | 9,919 | 12,421 | 12,176 | 11,982 | 161 |
| 4 Villages | 6,816 | 3,615 | 4,792 | 4,602 | 5,034 | 320 |
| 5 Grand Totals, 1911 | 103,714 | 55,827 | 78,409 | 78,606 | 77,656 | 6,340 |
| 6 Percentages | 25.89 | 13.94 | 19.57 | 19.62 | 19.39 | 1.58 |

## SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION—Continued

| | Art | Geography | Music | Literature | Composition | Grammar | English History | Canadian History |
|---|---|---|---|---|---|---|---|---|
| 91 | 207 | 207 | 173 | 207 | 207 | 108 | 108 | 207 |
| 92 | 314 | 314 | 314 | 314 | 314 | 71 | 146 | 146 |
| 93 | 509 | 509 | 509 | 388 | 388 | 181 | 52 | 34 |
| 94 | 223 | 150 | 191 | 223 | 150 | 86 | 42 | 108 |
| 95 | 449 | 449 | 449 | 449 | 449 | 90 | 178 | 178 |
| 96 | 348 | 348 | 348 | 227 | 348 | 117 | 348 | 348 |
| 97 | 66 | 66 | 37 | 66 | 66 | 18 | 29 | 29 |
| 98 | 536 | 321 | 321 | 321 | 393 | 247 | 138 | 247 |
| 99 | 198 | 109 | 82 | 126 | 126 | 86 | 58 | 70 |
| 100 | 1,490 | 1,490 | 1,490 | 1,490 | 1,490 | 303 | 597 | 597 |
| 101 | 1,646 | 1,646 | 1,646 | 1,646 | 1,646 | 614 | 456 | 535 |
| 102 | 297 | 150 | 194 | 150 | 194 | 86 | 61 | 25 |
| 103 | 629 | 629 | 629 | 629 | 629 | 204 | 270 | 270 |
| 104 | 1,209 | 1,209 | 1,209 | 1,209 | 1,209 | 413 | 413 | 645 |
| 105 | 364 | 364 | 364 | 364 | 364 | 160 | 66 | 160 |
| 106 | 231 | 168 | 231 | 231 | 231 | 99 | 25 | 99 |
| 107 | 662 | 662 | 662 | 438 | 387 | 205 | 73 | 205 |
| 108 | 545 | 545 | 545 | 545 | 545 | 231 | 499 | 545 |
| 109 | 202 | 146 | ..... | 146 | 146 | 83 | 53 | 83 |
| 110 | 432 | 432 | 432 | 432 | 432 | 96 | 51 | 45 |
| 111 | 447 | 447 | 447 | 447 | 447 | 63 | 133 | 133 |
| 112 | 137 | 104 | 137 | 123 | 104 | 57 | 49 | 57 |
| 113 | 401 | 288 | 231 | 288 | 288 | 236 | 177 | 201 |
| 114 | 123 | 97 | ..... | 123 | 123 | 76 | 76 | 76 |
| 115 | 547 | 547 | 547 | 547 | 547 | 144 | 360 | 360 |
| 116 | 603 | 603 | 603 | 603 | 603 | 204 | 204 | 204 |
| 117 | 342 | 270 | 342 | 342 | 270 | 74 | 163 | 232 |
| 118 | 169 | 169 | 125 | 169 | 169 | 70 | 120 | 120 |
| 119 | 333 | 271 | 333 | 225 | 225 | 169 | 71 | 139 |
| 120 | 421 | 290 | 421 | 377 | 421 | 176 | 115 | 176 |
| 121 | 644 | 644 | 325 | 644 | 644 | 153 | 153 | 249 |
| 122 | 571 | 571 | 434 | 571 | 434 | 434 | 232 | 290 |
| 123 | 216 | 216 | 216 | 216 | 216 | 216 | 216 | 216 |
| 124 | 834 | 766 | 834 | 834 | 834 | 328 | 257 | 257 |
| 125 | 358 | 254 | 358 | 254 | 254 | 168 | 111 | 168 |
| 126 | 510 | 434 | 369 | 434 | 434 | 204 | 127 | 204 |
| 127 | 389 | 336 | 304 | 389 | 389 | 189 | 189 | 189 |
| | 64,104 | 55,729 | 54,685 | 57,859 | 58,866 | 22,524 | 21,957 | 28,278 |
| 1 | 193,418 | 156,553 | 117,234 | 169,627 | 167,991 | 82,037 | 78,463 | 96,622 |
| 2 | 96,339 | 92,361 | 90,956 | 92,199 | 91,215 | 44,312 | 29,646 | 38,481 |
| 3 | 64,104 | 55,729 | 54,685 | 57,859 | 58,866 | 22,524 | 21,957 | 28,278 |
| 4 | 24,156 | 20,641 | 17,518 | 21,696 | 21,505 | 10,418 | 10,030 | 12,232 |
| 5 | 378,017 | 325,284 | 280,393 | 341,381 | 339,577 | 159,291 | 140,096 | 175,613 |
| 6 | 94.37 | 81.20 | 70. | 85.22 | 84.77 | 39.76 | 34.97 | 43.84 |

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

| Towns—Concluded | Physiology and Hygiene | Nature Study | Physical Culture | Bookkeeping | Arithmetic and Mensuration | Algebra |
|---|---|---|---|---|---|---|
| 91 Powassan | 82 | 207 | 207 | ..... | ..... | ..... |
| 92 Prescott | 314 | 314 | 314 | ..... | ..... | ..... |
| 93 Preston | 509 | 509 | 509 | ..... | ..... | ..... |
| 94 Rainy River | 223 | 221 | 223 | 12 | 12 | 12 |
| 95 Renfrew | 449 | 449 | 449 | ..... | ..... | ..... |
| 96 Ridgetown | 348 | 348 | 348 | ..... | ..... | ..... |
| 97 Rockland | 66 | 66 | 66 | ..... | ..... | ..... |
| 98 St. Mary's | 138 | 321 | ..... | ..... | ..... | ..... |
| 99 Sandwich | 70 | 70 | ..... | ..... | ..... | ..... |
| 100 Sarnia | 1,490 | 1,490 | 1,490 | ..... | ..... | ..... |
| 101 Sault Ste. Marie | 1,646 | 1,646 | 1,646 | ..... | ..... | ..... |
| 102 Seaforth | 86 | 150 | 194 | ..... | ..... | ..... |
| 103 Simcoe | 629 | 629 | 629 | ..... | ..... | ..... |
| 104 Smith's Falls | 1,209 | 1,209 | 1,209 | ..... | ..... | ..... |
| 105 Southampton | 364 | 364 | ..... | ..... | ..... | ..... |
| 106 Stayner | 231 | 231 | 231 | ..... | ..... | ..... |
| 107 Steelton | 239 | 662 | 662 | ..... | ..... | ..... |
| 108 Strathroy | 545 | 545 | 545 | ..... | ..... | ..... |
| 109 Sturgeon Falls | 53 | 83 | 30 | 4 | 4 | 4 |
| 110 Sudbury | 432 | 432 | ..... | ..... | ..... | ..... |
| 111 Thessalon | 447 | 447 | 447 | ..... | ..... | ..... |
| 112 Thornbury | 137 | 137 | 137 | ..... | ..... | ..... |
| 113 Thorold | 288 | 401 | 252 | 53 | ..... | ..... |
| 114 Tilbury | 76 | 123 | 86 | ..... | ..... | ..... |
| 115 Tillsonburg | 547 | 547 | 547 | ..... | ..... | ..... |
| 116 Trenton | 603 | 603 | 603 | ..... | ..... | ..... |
| 117 Uxbridge | 232 | 342 | 342 | ..... | ..... | ..... |
| 118 Vankleek Hill | 169 | 169 | 169 | 40 | ..... | ..... |
| 119 Walkerton | 139 | 46 | 333 | ..... | ..... | ..... |
| 120 Walkerville | 250 | 421 | 421 | ..... | ..... | ..... |
| 121 Wallaceburg | 563 | 563 | 563 | ..... | ..... | ..... |
| 122 Waterloo | 290 | 382 | 530 | ..... | ..... | ..... |
| 123 Webbwood | 216 | 216 | 216 | 37 | ..... | ..... |
| 124 Welland | 834 | 452 | 834 | ..... | ..... | ..... |
| 125 Whitby | 218 | 254 | 358 | ..... | ..... | ..... |
| 126 Wiarton | 434 | 434 | 398 | ..... | ..... | ..... |
| 127 Wingham | 189 | 389 | 389 | 46 | ..... | ..... |
| Totals | 49,758 | 59,510 | 57,809 | 625 | 140 | 88 |
| Totals | | | | | | |
| 1 Rural Schools | 132,928 | 173,777 | 157,702 | 5,573 | 3,969 | 3,514 |
| 2 Cities | 85,845 | 94,505 | 94,413 | 2,853 | 1,668 | 732 |
| 3 Towns | 49,758 | 59,510 | 57,809 | 625 | 140 | 88 |
| 4 Villages | 17,260 | 21,846 | 17,567 | 999 | 261 | 264 |
| 5 Grand Totals, 1911 | 285,791 | 349,638 | 327,491 | 10,050 | 6,038 | 4,598 |
| 6 Percentages | 71.34 | 87.28 | 81.75 | 2.51 | 1.51 | 1.14 |

## SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION—Concluded

| | Geometry | Latin | French (beyond 4th Book) | French (Primer to 4th Book) | German (beyond 4th Book) | German (Primer to 4th Book) | Elementary Science | Commercial Subjects | Agriculture | Manual Training | Household Science |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 91 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 92 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 93 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 94 | 12 | 10 | ..... | ..... | 6 | ..... | 12 | ..... | ..... | 157 | ..... |
| 95 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 96 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 97 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 98 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 99 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 100 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 101 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 55 | 48 |
| 102 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 103 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 104 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 105 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 106 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 107 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 108 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 109 | 4 | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 110 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 111 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 112 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 113 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 60 |
| 114 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 115 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 116 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 117 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 118 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 119 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 120 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 121 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 122 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 123 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 124 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 125 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 126 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 127 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| | 88 | 64 | 22 | ..... | 11 | 1,263 | 81 | 92 | 173 | 2,818 | 1,319 |
| 1 | 2,997 | 1,071 | 411 | 2,789 | 70 | 7 | 1,928 | 1,050 | 5,009 | 6,995 | 895 |
| 2 | 682 | ..... | ..... | ..... | ..... | ..... | 569 | 1,668 | ..... | 49,241 | 15,907 |
| 3 | 88 | 64 | 22 | ..... | 11 | 1,263 | 81 | 92 | 173 | 2,818 | 1,319 |
| 4 | 256 | 135 | 61 | ..... | 8 | ..... | 211 | 100 | 399 | 984 | 182 |
| 5 | 4,023 | 1,270 | 494 | 2,789 | 89 | 1,270 | 2,789 | 2,910 | 5,581 | 60,038 | 18,303 |
| 6 | 1. | .31 | .12 | .69 | .02 | .31 | .69 | .72 | 1.39 | 14.98 | 4.57 |

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

| Rural Schools | Teachers | | | Salaries | |
|---|---|---|---|---|---|
| | Number of Teachers | Male | Female | Highest salary, male | Highest salary, female |
| 1 Brant | 73 | 15 | 58 | $800 | $800 |
| 2 Bruce | 176 | 22 | 154 | 800 | 650 |
| 3 Carleton | 124 | 13 | 111 | 850 | 600 |
| 4 Dufferin | 93 | 8 | 85 | 675 | 615 |
| 5 Dundas | 83 | 17 | 66 | 675 | 600 |
| 6 Elgin | 114 | 17 | 97 | 700 | 700 |
| 7 Essex | 124 | 25 | 99 | 800 | 650 |
| 8 Frontenac | 146 | 16 | 130 | 650 | 600 |
| 9 Glengarry | 79 | 8 | 71 | 625 | 500 |
| 10 Grey | 232 | 45 | 187 | 725 | 600 |
| 11 Haldimand | 77 | 10 | 67 | 750 | 650 |
| 12 Haliburton | 61 | 9 | 52 | 650 | 450 |
| 13 Halton | 58 | 7 | 51 | 700 | 600 |
| 14 Hastings | 187 | 30 | 157 | 800 | 650 |
| 15 Huron | 195 | 39 | 156 | 900 | 575 |
| 16 Kent | 139 | 17 | 122 | 675 | 625 |
| 17 Lambton | 172 | 24 | 148 | 775 | 600 |
| 18 Lanark | 126 | 11 | 115 | 587 | 600 |
| 19 Leeds and Grenville | 236 | 23 | 213 | 600 | 700 |
| 20 Lennox and Addington | 119 | 12 | 107 | 600 | 575 |
| 21 Lincoln | 72 | 13 | 59 | 700 | 650 |
| 22 Middlesex | 204 | 33 | 171 | 700 | 650 |
| 23 Norfolk | 103 | 23 | 80 | 700 | 675 |
| 24 Northumberland and Durham | 212 | 39 | 173 | 700 | 650 |
| 25 Ontario | 124 | 27 | 97 | 750 | 600 |
| 26 Oxford | 126 | 25 | 101 | 875 | 650 |
| 27 Peel | 81 | 13 | 68 | 700 | 675 |
| 28 Perth | 121 | 29 | 92 | 700 | 650 |
| 29 Peterborough | 104 | 11 | 93 | 650 | 600 |
| 30 Prescott and Russell | 101 | 6 | 95 | 650 | 550 |
| 31 Prince Edward | 76 | 13 | 63 | 550 | 650 |
| 32 Renfrew | 162 | 12 | 150 | 750 | 550 |
| 33 Simcoe | 227 | 47 | 180 | 850 | 625 |
| 34 Stormont | 82 | 7 | 75 | 650 | 600 |
| 35 Victoria | 111 | 16 | 95 | 700 | 600 |
| 36 Waterloo | 103 | 28 | 75 | 800 | 650 |
| 37 Welland | 87 | 8 | 79 | 725 | 650 |
| 38 Wellington | 152 | 24 | 128 | 1,000 | 750 |
| 39 Wentworth | 92 | 14 | 78 | 850 | 700 |
| 40 York | 193 | 43 | 150 | 1,200 | 700 |
| 41 Algoma | 70 | 11 | 59 | 650 | 600 |
| 42 Kenora | 13 | 2 | 11 | 525 | 600 |
| 43 Manitoulin | 48 | 3 | 45 | 525 | 550 |
| 44 Muskoka | 106 | 7 | 99 | 500 | 500 |
| 45 Nipissing | 91 | 14 | 77 | 900 | 750 |
| 46 Parry Sound | 129 | 19 | 110 | 835 | 700 |
| 47 Rainy River | 30 | 9 | 21 | 750 | 600 |
| 48 Sudbury | 64 | 9 | 55 | 1,300 | 700 |
| 49 Thunder Bay | 30 | 9 | 21 | 1,200 | 700 |
| 1 Totals, Rural Schools | 5,728 | 882 | 4,846 | 1,300 | 800 |
| 2 " Cities | 1,912 | 280 | 1,632 | 2,200 | 2,000 |
| 3 " Towns | 1,217 | 156 | 1,061 | 1,600 | 825 |
| 4 " Villages | 492 | 91 | 401 | 1,500 | 750 |
| *5 Grand Totals, 1911 | 9,349 | 1,409 | 7,940 | 2,200 | 2,000 |
| 6 Grand Totals, 1910 | 9,369 | 1,621 | 7,748 | 2,100 | 1,900 |
| 7 Increases | ..... | ..... | ..... | 100 | 100 |
| 8 Decreases | ..... | ..... | ..... | ..... | ..... |
| 9 Percentages | ..... | 15.07 | 84.92 | ..... | ..... |

* Apparent decreases in the number of teachers, in the numbers of First Class certificates and University Graduates, and in the salaries of First Class certificated teachers in a few cases, are caused by the exclusion of the Continuation School teachers from the above table. In 1911 there were increases of 195 in the number of Public School

## SCHOOLS—Continued

### CERTIFICATES, EXPERIENCE, ETC.

Salaries—Continued

| | Average salary of male teachers | Average salary of female teachers | Average salary, male teachers with I Class certificates | Average salary, female teachers with I Class certificates | Average salary, male teachers with II Class certificates | Average salary, female teachers with II Class certificates | Average salary, male teachers with III or District certificates |
|---|---|---|---|---|---|---|---|
| 1 | $577 | $514 | $500 | $600 | $611 | $528 | $537 |
| 2 | 498 | 491 | 500 | ..... | 562 | 525 | ..... |
| 3 | 532 | 462 | ..... | ..... | 656 | 498 | 495 |
| 4 | 534 | 503 | ..... | 562 | 540 | 523 | 525 |
| 5 | 575 | 516 | 600 | 600 | 590 | 522 | 500 |
| 6 | 560 | 507 | ..... | 575 | 582 | 512 | 533 |
| 7 | 567 | 506 | ..... | 650 | 605 | 538 | 529 |
| 8 | 374 | 370 | ..... | ..... | 650 | 491 | 397 |
| 9 | 451 | 409 | ..... | ..... | 522 | 482 | 428 |
| 10 | 529 | 494 | 525 | 500 | 574 | 534 | 507 |
| 11 | 542 | 505 | ..... | 562 | 582 | 518 | 450 |
| 12 | 423 | 335 | ..... | ..... | 543 | ..... | ..... |
| 13 | 583 | 502 | ..... | 500 | 634 | 505 | 500 |
| 14 | 532 | 463 | ..... | 515 | 630 | 534 | 508 |
| 15 | 570 | 494 | ..... | 512 | 580 | 507 | 450 |
| 16 | 594 | 533 | ..... | 556 | 605 | 537 | 512 |
| 17 | 565 | 517 | 625 | 557 | 585 | 522 | 522 |
| 18 | 441 | 372 | ..... | ..... | 543 | 466 | 469 |
| 19 | 422 | 407 | 550 | 700 | 530 | 469 | 410 |
| 20 | 396 | 374 | ..... | 525 | 475 | 467 | 430 |
| 21 | 582 | 498 | ..... | ..... | 597 | 516 | 500 |
| 22 | 556 | 512 | 550 | 545 | 567 | 513 | 500 |
| 23 | 525 | 492 | 550 | 550 | 563 | 521 | 496 |
| 24 | 523 | 471 | ..... | 550 | 561 | 490 | 530 |
| 25 | 526 | 496 | ..... | 550 | 593 | 516 | 491 |
| 26 | 606 | 513 | 700 | 575 | 615 | 521 | ..... |
| 27 | 531 | 509 | ..... | 537 | 569 | 524 | 482 |
| 28 | 589 | 502 | 675 | 600 | 586 | 513 | 600 |
| 29 | 480 | 431 | ..... | ..... | 583 | 494 | 467 |
| 30 | 479 | 398 | ..... | 475 | 625 | 461 | 450 |
| 31 | 442 | 430 | ..... | 650 | 525 | 515 | 446 |
| 32 | 464 | 382 | ..... | ..... | 594 | 502 | 425 |
| 33 | 531 | 479 | 600 | 533 | 589 | 532 | 523 |
| 34 | 500 | 428 | ..... | 525 | 519 | 467 | 475 |
| 35 | 540 | 483 | ..... | 500 | 642 | 518 | 520 |
| 36 | 600 | 512 | 625 | 550 | 635 | 520 | 533 |
| 37 | 590 | 493 | ..... | 562 | 603 | 511 | ..... |
| 38 | 585 | 513 | 600 | 587 | 598 | 522 | 533 |
| 39 | 618 | 508 | ..... | 533 | 625 | 519 | ..... |
| 40 | 604 | 507 | 592 | 547 | 626 | 522 | 520 |
| 41 | 504 | 423 | ..... | ..... | 590 | 550 | 562 |
| 42 | 512 | 464 | ..... | ..... | ..... | ..... | 500 |
| 43 | 467 | 415 | ..... | ..... | 462 | 530 | ..... |
| 44 | 375 | 357 | ..... | ..... | 350 | 415 | 417 |
| 45 | 496 | 426 | ..... | 750 | 700 | 562 | 490 |
| 46 | 520 | 382 | ..... | ..... | 727 | 492 | 495 |
| 47 | 505 | 467 | ..... | ..... | 583 | 525 | 488 |
| 48 | 625 | 427 | ..... | ..... | 780 | 582 | ..... |
| 49 | 553 | 520 | ..... | 660 | 500 | 617 | 733 |
| 1 | 536 | 464 | 591 | 556 | 594 | 515 | 494 |
| 2 | 1,395 | 706 | 1,482 | 670 | 1,226 | 712 | ..... |
| 3 | 963 | 496 | 1,182 | 502 | 931 | 501 | 600 |
| 4 | 733 | 463 | 1,094 | 517 | 732 | 474 | 450 |
| *5 | 767 | 518 | 1,369 | 599 | 739 | 567 | 494 |
| 6 | 711 | 483 | 1,224 | 591 | 690 | 531 | 468 |
| 7 | 56 | 35 | 145 | 8 | 49 | 36 | 26 |
| 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

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III. TABLE C—TEACHERS, SALARIES,

| | Rural Schools—Continued | Salaries—Continued | | | |
|---|---|---|---|---|---|
| | | Average salary, female teachers with III or District certificates | Average salary, male teachers with Temporary certificates | Average salary, female teachers with Temporary certificates | Number who have ever attended a Model School in Ontario |
| 1 | Brant | $464 | $500 | $485 | 24 |
| 2 | Bruce | 471 | 427 | 427 | 32 |
| 3 | Carleton | 418 | 454 | 393 | 36 |
| 4 | Dufferin | 487 | ..... | 468 | 31 |
| 5 | Dundas | 465 | ..... | 475 | 45 |
| 6 | Elgin | 497 | 350 | 435 | 35 |
| 7 | Essex | 479 | 492 | 452 | 32 |
| 8 | Frontenac | 391 | 328 | 308 | 72 |
| 9 | Glengarry | 403 | 425 | 366 | 39 |
| 10 | Grey | 469 | 446 | 442 | 85 |
| 11 | Haldimand | 472 | ..... | 450 | 48 |
| 12 | Haliburton | 347 | 362 | 331 | 1 |
| 13 | Halton | 491 | 525 | 500 | 31 |
| 14 | Hastings | 443 | 433 | 396 | 81 |
| 15 | Huron | 473 | 510 | 431 | 99 |
| 16 | Kent | 508 | ..... | 494 | 30 |
| 17 | Lambton | 493 | ..... | 465 | 76 |
| 18 | Lanark | 374 | 356 | 325 | 65 |
| 19 | Leeds and Grenville | 392 | 343 | 358 | 127 |
| 20 | Lennox and Addington | 373 | 330 | 334 | 49 |
| 21 | Lincoln | 470 | ..... | 425 | 36 |
| 22 | Middlesex | 483 | 425 | 471 | 81 |
| 23 | Norfolk | 455 | 386 | 421 | 20 |
| 24 | Northumberland & Durham | 460 | 470 | 440 | 89 |
| 25 | Ontario | 462 | 482 | 433 | 23 |
| 26 | Oxford | 461 | 417 | 425 | 31 |
| 27 | Peel | 470 | 463 | 433 | 8 |
| 28 | Perth | 450 | ..... | 375 | 53 |
| 29 | Peterborough | 450 | 425 | 362 | 23 |
| 30 | Prescott and Russell | 394 | 392 | 368 | 60 |
| 31 | Prince Edward | 424 | 420 | 377 | 35 |
| 32 | Renfrew | 381 | 372 | 325 | 106 |
| 33 | Simcoe | 454 | 450 | 437 | 87 |
| 34 | Stormont | 405 | ..... | 387 | 74 |
| 35 | Victoria | 450 | 461 | 405 | 36 |
| 36 | Waterloo | 484 | 469 | 466 | 39 |
| 37 | Welland | 453 | 500 | 442 | 53 |
| 38 | Wellington | 484 | 475 | 453 | 79 |
| 39 | Wentworth | 458 | 575 | 433 | 24 |
| 40 | York | 470 | 462 | 419 | 59 |
| 41 | Algoma | 425 | 451 | 409 | 31 |
| 42 | Kenora | 490 | 525 | 458 | 2 |
| 43 | Manitoulin | 445 | 475 | 380 | 8 |
| 44 | Muskoka | 376 | 342 | 338 | 32 |
| 45 | Nipissing | 468 | 449 | 385 | 22 |
| 46 | Parry Sound | 405 | 419 | 358 | 33 |
| 47 | Rainy River | 537 | 456 | 455 | 4 |
| 48 | Sudbury | 468 | 431 | 380 | 13 |
| 49 | Thunder Bay | 506 | 444 | 462 | 11 |
| 1 | Totals, Rural Schools | 433 | 430 | 385 | 2,212 |
| 2 | " Cities | 633 | ..... | 500 | 1,485 |
| 3 | " Towns | 447 | 512 | 454 | 796 |
| 4 | " Villages | 414 | 446 | 380 | 335 |
| 5 | Grand Totals, 1911 | 435 | 431 | 386 | 4,828 |
| 6 | Grand Totals, 1910 | 405 | 412 | 365 | 4,582 |
| 7 | Increases | 30 | 19 | 21 | 246 |
| 8 | Decreases | ..... | ..... | ..... | ..... |
| 9 | Percentages | ..... | ..... | ..... | 51.64 |

## SCHOOLS—Continued

### CERTIFICATES, EXPERIENCE, ETC.—Continued

| | Number who have ever attended a Normal School in Ontario | Number who have ever attended the Normal College or F. of E. in Ontario | Number of University Graduates | Certificates—Continued | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | 1st Class or Interim 1st Class | 2nd Class or Interim 2nd Class | 3rd Class | District | Temporary |
| 1 | 53 | 4 | ..... | 3 | 49 | 15 | ..... | 6 |
| 2 | 105 | 1 | ..... | 1 | 96 | 30 | 4 | 45 |
| 3 | 72 | ..... | ..... | ..... | 70 | 30 | 1 | 23 |
| 4 | 48 | 5 | ..... | 4 | 43 | 32 | ..... | 14 |
| 5 | 72 | 1 | ..... | 2 | 70 | 9 | 1 | 1 |
| 6 | 96 | 3 | ..... | 4 | 89 | 12 | ..... | 9 |
| 7 | 66 | 1 | ..... | 1 | 64 | 29 | 9 | 21 |
| 8 | 27 | ..... | ..... | ..... | 24 | 47 | 6 | 69 |
| 9 | 18 | ..... | ..... | ..... | 17 | 34 | 6 | 22 |
| 10 | 124 | 4 | ..... | 5 | 113 | 53 | 1 | 60 |
| 11 | 50 | 3 | 1 | 4 | 48 | 24 | ..... | 1 |
| 12 | 3 | ..... | 2 | ..... | 3 | 2 | 10 | 46 |
| 13 | 47 | 2 | ..... | 2 | 40 | 10 | 1 | 5 |
| 14 | 76 | 5 | ..... | 5 | 68 | 45 | 9 | 60 |
| 15 | 149 | 4 | ..... | 4 | 144 | 30 | ..... | 17 |
| 16 | 119 | 5 | ..... | 5 | 115 | 15 | ..... | 4 |
| 17 | 134 | 8 | ..... | 8 | 127 | 31 | ..... | 6 |
| 18 | 31 | ..... | ..... | ..... | 25 | 50 | ..... | 51 |
| 19 | 68 | 3 | ..... | 2 | 70 | 94 | ..... | 70 |
| 20 | 22 | 1 | 1 | 1 | 21 | 41 | 5 | 51 |
| 21 | 56 | ..... | ..... | ..... | 53 | 13 | ..... | 6 |
| 22 | 185 | 7 | 3 | 6 | 183 | 7 | ..... | 8 |
| 23 | 66 | 5 | ..... | 5 | 59 | 24 | 2 | 13 |
| 24 | 111 | 5 | ..... | 4 | 99 | 50 | 1 | 58 |
| 25 | 76 | 2 | ..... | 3 | 74 | 23 | 1 | 23 |
| 26 | 110 | 3 | ..... | 4 | 108 | 7 | ..... | 7 |
| 27 | 60 | 4 | ..... | 4 | 56 | 9 | 3 | 9 |
| 28 | 111 | 2 | ..... | 2 | 104 | 12 | ..... | 3 |
| 29 | 43 | ..... | ..... | ..... | 39 | 16 | 6 | 43 |
| 30 | 22 | 1 | ..... | 1 | 18 | 28 | 22 | 32 |
| 31 | 17 | 1 | ..... | 1 | 14 | 33 | 1 | 27 |
| 32 | 24 | ..... | ..... | ..... | 23 | 58 | 38 | 43 |
| 33 | 79 | 4 | 1 | 4 | 81 | 90 | 4 | 48 |
| 34 | 33 | 1 | ..... | 1 | 30 | 42 | 7 | 2 |
| 35 | 65 | 1 | ..... | 1 | 61 | 27 | ..... | 22 |
| 36 | 75 | 6 | ..... | 5 | 73 | 16 | ..... | 9 |
| 37 | 56 | 4 | ..... | 6 | 51 | 20 | ..... | 10 |
| 38 | 107 | 12 | ..... | 12 | 99 | 23 | 1 | 17 |
| 39 | 72 | 9 | 1 | 9 | 66 | 12 | ..... | 5 |
| 40 | 148 | 10 | 3 | 12 | 135 | 35 | ..... | 11 |
| 41 | 4 | ..... | ..... | ..... | 4 | 22 | 8 | 36 |
| 42 | ..... | ..... | ..... | ..... | ..... | 3 | ..... | 10 |
| 43 | 4 | 1 | 1 | ..... | 7 | 10 | 3 | 28 |
| 44 | 7 | ..... | ..... | ..... | 9 | 25 | 12 | 60 |
| 45 | 6 | 1 | ..... | 1 | 8 | 18 | 7 | 57 |
| 46 | 14 | ..... | ..... | ..... | 13 | 21 | 17 | 78 |
| 47 | 4 | ..... | ..... | ..... | 4 | 2 | 2 | 22 |
| 48 | 11 | ..... | 1 | ..... | 12 | 12 | 1 | 39 |
| 49 | 5 | 2 | ..... | 2 | 5 | 11 | ..... | 12 |
| 1 | 2,951 | 131 | 14 | 134 | 2,784 | 1,302 | 189 | 1,319 |
| 2 | 1,635 | 294 | 56 | 375 | 1,519 | 15 | ..... | 3 |
| 3 | 1,034 | 80 | 12 | 96 | 1,010 | 78 | 14 | 19 |
| 4 | 387 | 23 | 5 | 25 | 378 | 63 | 8 | 18 |
| *5 | 6,007 | 528 | 87 | 630 | 5,691 | 1,458 | 211 | 1,359 |
| 6 | 5,421 | 728 | 113 | 814 | 5,167 | 1,942 | 298 | 1,148 |
| 7 | 586 | ..... | ..... | ..... | 524 | ..... | ..... | 211 |
| 8 | ..... | ..... | ..... | ..... | ..... | 484 | 87 | ..... |
| 9 | 64.25 | 5.65 | .93 | 6.74 | 60.87 | 15.59 | 2.25 | 14.53 |

* Apparent decreases in the number of teachers, in the numbers of First Class certificates and University Graduates, and in the salaries of First Class certificated teachers in a few cases, are caused by the exclusion of the Continuation School teachers from the above table. In 1911 there were increases of 195 in the number of Public School teachers, 21 in the number with First Class certificates, and 8 in the number of University Graduates.

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

Experience

| —— | Average experience in years of male teachers | Average experience in years of female teachers | Average experience in years of all teachers | Average experience, male teachers with I Class certificates | Average experience, female teachers with I Class certificates |
|---|---|---|---|---|---|
| 1 Totals, Rural Schools | 8.39 | 4.22 | 4.86 | 13.26 | 4.96 |
| 2 " Cities | 17.91 | 14.34 | 14.86 | 17.01 | 11.29 |
| 3 " Towns | 18.28 | 10.04 | 11.10 | 22.84 | 8.91 |
| 4 " Villages | 16.61 | 8.11 | 9.68 | 13.50 | 6.44 |
| 5 Grand Totals, 1911 | 11.90 | 7.28 | 7.97 | 17.29 | 8.77 |
| 6 Grand Totals, 1910 | 11.46 | 7.04 | 7.80 | 15.87 | 7.96 |
| 7 Increases | .44 | .24 | .17 | 1.42 | .81 |
| 8 Decreases | ..... | ..... | ..... | ..... | ..... |
| 9 Percentages | ..... | ..... | ..... | ..... | ..... |

THE PUBLIC

III. TABLE C—TEACHERS, SALARIES,

Experience—Continued

| —— | 2 Years, but less than 3 Years | 3 Years | 4 Years | 5 Years | 6 Years | 7 Years | 8 Years | 9 Years | 10 Years | 11 Years | 12 Years | 13 Years | 14 Years | 15 Years | 16 Years |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 Totals, Rural Sch's | 724 | 631 | 485 | 345 | 266 | 173 | 132 | 80 | 103 | 72 | 90 | 54 | 64 | 60 | 49 |
| 2 " Cities | 57 | 78 | 93 | 94 | 80 | 84 | 93 | 97 | 88 | 84 | 68 | 65 | 59 | 54 | 43 |
| 3 " Towns | 94 | 76 | 88 | 78 | 65 | 64 | 50 | 48 | 50 | 45 | 41 | 40 | 28 | 32 | 20 |
| 4 " Villages | 47 | 34 | 43 | 32 | 20 | 24 | 22 | 18 | 21 | 11 | 13 | 8 | 12 | 12 | 14 |
| 5 Grand Totals, 1911 | 922 | 819 | 709 | 549 | 431 | 345 | 297 | 243 | 262 | 212 | 212 | 167 | 163 | 158 | 126 |
| 6 Grand Totals, 1910 | 807 | 1,008 | 622 | 501 | 479 | 323 | 306 | 274 | 273 | 228 | 234 | 172 | 166 | 165 | 118 |
| 7 Increases | 115 | ..... | 87 | 48 | .... | 22 | .... | .... | .... | .... | .... | .... | .... | .... | 8 |
| 8 Decreases | ..... | 189 | .... | .... | 48 | .... | 9 | 31 | 11 | 16 | 22 | 5 | 3 | 7 | .... |
| 9 Percentages | 9.86 | 8.76 | 7.58 | 5.87 | 4.61 | 3.69 | 3.18 | 2.60 | 2.80 | 2.27 | 2.27 | 1.78 | 1.74 | 1.69 | 1.35 |

## SCHOOLS—Continued

### CERTIFICATES, EXPERIENCE, ETC.—Continued

Experience—Continued

| | Average experience, male teachers with II Class certificates | Average experience, female teachers with II Class certificates | Average experience, male teachers with III or District certificates | Average experience, female teachers with III or District certificates | Average experience, male teachers with Temporary certificates | Average experience, female teachers with Temporary certificates | Number of teachers who at end of year have taught less than a year. | One year, but less than two years |
|---|---|---|---|---|---|---|---|---|
| 1 | 11.88 | 5.32 | 6.36 | 4.24 | 1.27 | 11.87 | 1,171 | 899 |
| 2 | 19.68 | 14.65 | ..... | 25.33 | ..... | 5.83 | 20 | 41 |
| 3 | 17.51 | 10.29 | 24.50 | 9.91 | 1. | 2.79 | 46 | 66 |
| 4 | 17.40 | 8.77 | 14.50 | 6.80 | .66 | 3.38 | 34 | 37 |
| 5 | 14.30 | 9.13 | 6.65 | 4.92 | 1.26 | 1.92 | 1,271 | 1,043 |
| 6 | 15.01 | 9.24 | 5.15 | 4.35 | 1.43 | 1.76 | 1,153 | 1,119 |
| 7 | ..... | ..... | 1.50 | .57 | ..... | .16 | 118 | ..... |
| 8 | .71 | .11 | ..... | ..... | .17 | ..... | ..... | 76 |
| 9 | ..... | ..... | ..... | ..... | ..... | ..... | 13.6 | 11.15 |

## SCHOOLS—Continued

### CERTIFICATES, EXPERIENCE, ETC.—Concluded

Experience—Concluded

| | 17 Years | 18 Years | 19 Years | 20 Years | 21 Years | 22 Years | 23 Years | 24 Years | 25 Years | 26 Years | 27 Years | 28 Years | 29 Years | 30 Years | 31 Years | 32 Years | 33 Years | 34 Years | 35 Years | 36 Years | 37 Years | 38 Years | 39 Years | 40 Years and over |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 26 | 35 | 23 | 40 | 25 | 13 | 22 | 14 | 14 | 15 | 18 | 10 | 6 | 12 | 8 | 9 | 5 | 5 | 7 | 4 | 2 | 3 | 5 | 9 |
| 2 | 38 | 59 | 51 | 48 | 39 | 33 | 40 | 53 | 47 | 46 | 42 | 20 | 27 | 28 | 17 | 24 | 18 | 12 | 9 | 7 | 8 | 6 | 7 | 35 |
| 3 | 32 | 17 | 23 | 24 | 16 | 18 | 19 | 18 | 14 | 13 | 10 | 10 | 3 | 12 | 9 | 9 | 4 | 3 | 7 | 2 | 3 | 1 | 4 | 15 |
| 4 | 7 | 9 | 7 | 9 | 6 | 5 | 4 | 4 | ... | 5 | 2 | 3 | 3 | 4 | 4 | 5 | 2 | 3 | 1 | .. | ... | ... | 1 | 6 |
| 5 | 103 | 120 | 104 | 121 | 86 | 69 | 85 | 89 | 75 | 79 | 72 | 43 | 39 | 56 | 38 | 47 | 29 | 23 | 24 | 13 | 13 | 10 | 17 | 65 |
| 6 | 118 | 110 | 92 | 123 | 78 | 96 | 85 | 87 | 95 | 59 | 65 | 43 | 54 | 44 | 46 | 41 | 26 | 23 | 18 | 19 | 10 | 15 | 16 | 58 |
| 7 | .... | 10 | 12 | .... | 8 | ... | ... | 2 | ... | 20 | 7 | ... | ... | 12 | ... | 6 | 3 | ... | 6 | ... | 3 | ... | 1 | 7 |
| 8 | 15 | .... | .... | 2 | ... | 27 | ... | ... | 20 | ... | ... | ... | 15 | ... | 8 | ... | ... | ... | ... | 6 | .. | 5 | ... | .... |
| 9 | 1.10 | 1.28 | 1.11 | 1.29 | .92 | .73 | .91 | .95 | .80 | .84 | .77 | .46 | .42 | .60 | .41 | .50 | .31 | .24 | .26 | .14 | .14 | .11 | .18 | .69 |

THE PUBLIC

IV. TABLE D—SCHOOL

| Rural Schools | School Houses | | | | | | School Visits | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Schools | Brick | Stone | Concrete | Frame | Log | By Inspector | By Trustees | By Clergymen | By other persons | Total |
| 1 Brant | 61 | 47 | 2 | 1 | 11 | ..... | 150 | 83 | 24 | 282 | 539 |
| 2 Bruce | 169 | 112 | 16 | 4 | 35 | 2 | 353 | 103 | 45 | 91 | 592 |
| 3 Carleton | 115 | 28 | 18 | 3 | 61 | 5 | 224 | 56 | 30 | 77 | 387 |
| 4 Dufferin | 91 | 61 | 5 | .... | 25 | ..... | 161 | 77 | 35 | 130 | 403 |
| 5 Dundas | 76 | 7 | 9 | 1 | 59 | ..... | 198 | 60 | 23 | 107 | 388 |
| 6 Elgin | 99 | 74 | ..... | 2 | 23 | ..... | 262 | 74 | 22 | 102 | 460 |
| 7 Essex | 109 | 35 | 3 | 1 | 70 | ..... | 245 | 99 | 38 | 103 | 485 |
| 8 Frontenac | 143 | 11 | 22 | .... | 106 | 4 | 326 | 174 | 57 | 193 | 750 |
| 9 Glengarry | 74 | 4 | ..... | 1 | 68 | 1 | 200 | 67 | 34 | 115 | 416 |
| 10 Grey | 222 | 124 | 50 | 3 | 44 | 1 | 454 | 172 | 73 | 283 | 982 |
| 11 Haldimand | 74 | 63 | ..... | 2 | 9 | ..... | 125 | 25 | 17 | 87 | 254 |
| 12 Haliburton | 59 | 3 | 2 | .... | 46 | 8 | 117 | 61 | 72 | 196 | 446 |
| 13 Halton | 56 | 28 | 13 | 6 | 9 | ..... | 122 | 104 | 9 | 174 | 409 |
| 14 Hastings | 177 | 55 | 14 | 2 | 103 | 3 | 436 | 191 | 68 | 1,579 | 2,274 |
| 15 Huron | 183 | 106 | 7 | 3 | 67 | ..... | 335 | 243 | 58 | 357 | 993 |
| 16 Kent | 131 | 84 | ..... | .... | 47 | ..... | 307 | 96 | 38 | 133 | 574 |
| 17 Lambton | 166 | 86 | 1 | .... | 79 | ..... | 344 | 114 | 34 | 138 | 630 |
| 18 Lanark | 122 | 19 | 12 | .... | 85 | 6 | 264 | 100 | 42 | 565 | 971 |
| 19 Leeds & Grenville. | 226 | 60 | 79 | 1 | 82 | 4 | 483 | 274 | 36 | 296 | 1,089 |
| 20 Lennox and Addington | 112 | 23 | 7 | 3 | 77 | 2 | 226 | 130 | 30 | 301 | 687 |
| 21 Lincoln | 63 | 28 | 10 | .... | 25 | ..... | 148 | 80 | 19 | 210 | 457 |
| 22 Middlesex | 182 | 136 | ..... | 1 | 45 | ..... | 406 | 130 | 42 | 191 | 769 |
| 23 Norfolk | 98 | 62 | 6 | 5 | 25 | ..... | 211 | 59 | 17 | 191 | 478 |
| 24 Northumberland & Durham | 202 | 140 | 11 | 1 | 50 | ..... | 438 | 276 | 77 | 642 | 1,433 |
| 25 Ontario | 114 | 67 | 1 | .... | 46 | ..... | 259 | 114 | 52 | 207 | 632 |
| 26 Oxford | 108 | 88 | 4 | 1 | 15 | ..... | 274 | 120 | 23 | 150 | 567 |
| 27 Peel | 75 | 55 | 6 | 3 | 11 | ..... | 188 | 73 | 21 | 75 | 357 |
| 28 Perth | 112 | 84 | 5 | .... | 23 | ..... | 343 | 110 | 22 | 85 | 560 |
| 29 Peterborough | 99 | 49 | 3 | 3 | 38 | 6 | 256 | 64 | 68 | 162 | 550 |
| 30 Prescott and Russell | 90 | 9 | ..... | 1 | 74 | 6 | 205 | 72 | 45 | 122 | 444 |

## SCHOOLS—Continued

### HOUSES, PRAYERS, ETC.

| | Maps and Globes | | Examinations, Prizes | | Lectures | | | Number of Trees planted on Arbor Day | Number of Schools using authorized Scripture Readings | Number of Schools opened or closed with Prayer | Number of Schools using the Bible | Number of Schools where Religious Instruction is given by Clergymen or their representatives |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Maps | Number of Globes | Number of Schools holding Public Examinations | Number of Schools distributing Prizes or Merit Cards | By Inspector | By other persons | Total | | | | | |
| 1 | 742 | 78 | 13 | 8 | ..... | ..... | ..... | 23 | 29 | 61 | 49 | ..... |
| 2 | 1,940 | 192 | 83 | 46 | ..... | ..... | ..... | 122 | 80 | 168 | 165 | 2 |
| 3 | 1,109 | 119 | 22 | 29 | ..... | ..... | ..... | 53 | 57 | 110 | 74 | 4 |
| 4 | 884 | 93 | 21 | 16 | ..... | 3 | 3 | 137 | 41 | 86 | 79 | 18 |
| 5 | 830 | 100 | 27 | 13 | ..... | ..... | ..... | 52 | 44 | 76 | 48 | 2 |
| 6 | 1,203 | 126 | 13 | 14 | ..... | ..... | ..... | 69 | 70 | 94 | 48 | 7 |
| 7 | 1,336 | 109 | 24 | 10 | ..... | ..... | ..... | 53 | 35 | 108 | 88 | 2 |
| 8 | 911 | 124 | 42 | 37 | 3 | 5 | 8 | 145 | 88 | 142 | 86 | 4 |
| 9 | 669 | 70 | 21 | 19 | ..... | ..... | ..... | 70 | 29 | 61 | 22 | 18 |
| 10 | 2,545 | 232 | 48 | 17 | 33 | 1 | 34 | 300 | 117 | 218 | 172 | 7 |
| 11 | 841 | 78 | 21 | 7 | ..... | ..... | ..... | 69 | 46 | 74 | 36 | ..... |
| 12 | 501 | 59 | 10 | 9 | 1 | 2 | 3 | 46 | 39 | 59 | 43 | 7 |
| 13 | 654 | 63 | 15 | 5 | 5 | ..... | 5 | 90 | 33 | 56 | 38 | ..... |
| 14 | 2,003 | 196 | 79 | 31 | 1 | 13 | 14 | 228 | 63 | 168 | 128 | 13 |
| 15 | 2,004 | 196 | 37 | 19 | ..... | ..... | ..... | 134 | 117 | 181 | 123 | 3 |
| 16 | 1,468 | 141 | 130 | 6 | ..... | 7 | 7 | 41 | 85 | 131 | 71 | 2 |
| 17 | 1,786 | 165 | 40 | 16 | 3 | 2 | 5 | 86 | 86 | 165 | 94 | ..... |
| 18 | 959 | 132 | 34 | 26 | 9 | 37 | 46 | 197 | 99 | 122 | 24 | 2 |
| 19 | 2,239 | 227 | 57 | 9 | ..... | ..... | ..... | 20 | 144 | 204 | 70 | 1 |
| 20 | 1,075 | 122 | 31 | 21 | ..... | 5 | 5 | 54 | 58 | 109 | 32 | 3 |
| 21 | 626 | 77 | 15 | ..... | ..... | 1 | 1 | 2 | 42 | 56 | 27 | ..... |
| 22 | 2,196 | 217 | 53 | 30 | 4 | 1 | 5 | 148 | 88 | 181 | 122 | 10 |
| 23 | 1,048 | 103 | 30 | 18 | ..... | ..... | ..... | 142 | 51 | 96 | 68 | 1 |
| 24 | 2,095 | 216 | 48 | 28 | 1 | ..... | 1 | 160 | 126 | 202 | 132 | 10 |
| 25 | 1,373 | 129 | 21 | 11 | ..... | 1 | 1 | 92 | 85 | 112 | 28 | 2 |
| 26 | 1,387 | 125 | 24 | 11 | ..... | 2 | 2 | 51 | 67 | 105 | 50 | ..... |
| 27 | 1,064 | 69 | 17 | 6 | ..... | 1 | 1 | 286 | 41 | 75 | 31 | ..... |
| 28 | 1,319 | 134 | 82 | 5 | 39 | 1 | 40 | 122 | 74 | 112 | 50 | 4 |
| 29 | 751 | 96 | 26 | 13 | ..... | ..... | ..... | 35 | 15 | 94 | 59 | 1 |
| 30 | 932 | 91 | 23 | 22 | ..... | 3 | 3 | 137 | 5 | 84 | 37 | 20 |

## THE PUBLIC

### IV. TABLE D—SCHOOL

| Rural Schools—Concluded | School Houses | | | | | | School Visits | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Schools | Brick | Stone | Concrete | Frame | Log | By Inspector | By Trustees | By Clergymen | By other persons | Total |
| 31 Prince Edward ... | 75 | 35 | 14 | .... | 26 | ..... | 173 | 68 | 33 | 602 | 876 |
| 32 Renfrew..... ..... | 151 | 44 | 1 | 1 | 87 | 18 | 360 | 163 | 53 | 113 | 689 |
| 33 Simcoe ..... | 206 | 142 | 2 | 7 | 55 | ..... | 464 | 384 | 173 | 1,098 | 2,119 |
| 34 Stormont..... | 76 | 1 | ..... | .... | 74 | 1 | 193 | 44 | 25 | 103 | 365 |
| 35 Victoria ..... | 102 | 70 | 4 | .... | 28 | ..... | 296 | 108 | 66 | 216 | 686 |
| 36 Waterloo ..... | 82 | 60 | 16 | .... | 6 | ..... | 178 | 233 | 35 | 519 | 965 |
| 37 Welland..... | 78 | 45 | 6 | 3 | 24 | ..... | 177 | 111 | 13 | 205 | 506 |
| 38 Wellington ..... | 141 | 94 | 37 | 3 | 7 | ..... | 318 | 186 | 68 | 582 | 1,154 |
| 39 Wentworth ..... | 71 | 50 | 13 | 1 | 7 | ..... | 182 | 84 | 28 | 107 | 401 |
| 40 York..... | 150 | 112 | 1 | 2 | 35 | ..... | 302 | 229 | 56 | 443 | 1,030 |
| 41 Algoma ..... | 70 | 4 | 1 | 2 | 55 | 8 | 141 | 73 | 17 | 89 | 320 |
| 42 Kenora..... | 14 | ..... | ..... | .... | 11 | 3 | 24 | 19 | 5 | 9 | 57 |
| 43 Manitoulin ..... | 47 | 1 | 3 | 8 | 27 | 8 | 87 | 44 | 29 | 102 | 262 |
| 44 Muskoka ..... | 105 | 21 | 2 | 1 | 70 | 11 | 204 | 138 | 58 | 229 | 629 |
| 45 Nipissing..... | 87 | 5 | ..... | .... | 67 | 15 | 112 | 116 | 102 | 131 | 461 |
| 46 Parry Sound..... | 119 | 11 | 2 | 2 | 82 | 22 | 246 | 142 | 70 | 270 | 728 |
| 47 Rainy River..... | 33 | ..... | ..... | .... | 21 | 12 | 64 | 35 | 11 | 73 | 183 |
| 48 Sudbury..... | 60 | 3 | ..... | .... | 49 | 8 | 116 | 91 | 99 | 82 | 388 |
| 49 Thunder Bay..... | 27 | 4 | ..... | .... | 17 | 6 | 31 | 26 | 1 | 51 | 109 |
| Totals | | | | | | | | | | | |
| 1 Rural Schools ..... | 5,302 | 2,450 | 408 | 78 | 2,206 | 160 | 11,728 | 5,695 | 2,113 | 12,368 | 31,904 |
| 2 Cities ..... | 223 | 205 | 14 | .... | 4 | ..... | 4,289 | 1,871 | 421 | 13,175 | 19,756 |
| 3 Towns ..... | 236 | 173 | 27 | 2 | 34 | ..... | 2,045 | 1,907 | 417 | 2,814 | 7,183 |
| 4 Villages..... | 160 | 129 | 10 | 2 | 19 | ..... | 798 | 483 | 181 | 718 | 2,180 |
| 5 Grand Totals, 1911. | 5,921 | 2,957 | 459 | 82 | 2,263 | 160 | 18,860 | 9,956 | 3,132 | 29,075 | 61,023 |
| 6 Percentages ..... | ..... | 49.94 | 7.75 | 1.38 | 38.21 | 2.70 | 30.90 | 16.31 | 5.13 | 47.64 | ..... |

## SCHOOLS—Continued

### HOUSES, PRAYERS, ETC.—Concluded

| | Maps and Globes | | Examinations, Prizes | | Lectures | | | Number of Trees planted on Arbor Day | Number of Schools using authorized Scripture Readings | Number of Schools opened or closed with Prayer | Number of Schools using the Bible | Number of Schools where Religious Instruction is given by Clergymen or their representatives |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Maps | Number of Globes | Number of Schools holding Public Examinations | Number of Schools distributing Prizes or Merit Cards | By Inspector | By other persons | Total | | | | | |
| 31 | 901 | 79 | 41 | 26 | ..... | ..... | ..... | 2 | 55 | 74 | 41 | ..... |
| 32 | 1,286 | 169 | 31 | 36 | ..... | 5 | 5 | 191 | 49 | 149 | 43 | 6 |
| 33 | 2,264 | 211 | 90 | 18 | 51 | 30 | 81 | 373 | 99 | 200 | 149 | 24 |
| 34 | 660 | 83 | 32 | 27 | ..... | ..... | ..... | 61 | 41 | 75 | 40 | 6 |
| 35 | 1,030 | 107 | 23 | 13 | ..... | ..... | ..... | 65 | 38 | 97 | 45 | ..... |
| 36 | 976 | 94 | 46 | 4 | ..... | 4 | 4 | 104 | 60 | 82 | 32 | ..... |
| 37 | 809 | 81 | 23 | 13 | ..... | 4 | 4 | 35 | 32 | 77 | 46 | 1 |
| 38 | 1,714 | 149 | 49 | 25 | ..... | 5 | 5 | 87 | 93 | 140 | 66 | 28 |
| 39 | 699 | 460 | 16 | 10 | ..... | 1 | 1 | 102 | 42 | 70 | 51 | 10 |
| 40 | 1,595 | 161 | 41 | 20 | ..... | 4 | 4 | 127 | 108 | 150 | 93 | 8 |
| 41 | 545 | 68 | 18 | 11 | 1 | 1 | 2 | 96 | 59 | 66 | 63 | 1 |
| 42 | 55 | 11 | 2 | 1 | ..... | ..... | ..... | 63 | 1 | 13 | 9 | ..... |
| 43 | 329 | 46 | 38 | 4 | 2 | 2 | 4 | 37 | 23 | 47 | 27 | 32 |
| 44 | 1,035 | 109 | 23 | 22 | ..... | 7 | 7 | 153 | 56 | 105 | 81 | 21 |
| 45 | 481 | 68 | 22 | 20 | 1 | 1 | 2 | 44 | 29 | 81 | 26 | 7 |
| 46 | 1,163 | 117 | 20 | 16 | ..... | 2 | 2 | 293 | 94 | 119 | 107 | 7 |
| 47 | 205 | 29 | 2 | 7 | ..... | 3 | 3 | 7 | 1 | 33 | 30 | ..... |
| 48 | 354 | 41 | 23 | 18 | 1 | ..... | 1 | 58 | 10 | 30 | 15 | 7 |
| 49 | 123 | 24 | 9 | 8 | ..... | ..... | ..... | 31 | 11 | 27 | 19 | ..... |
| 1 | 54,714 | 5,986 | 1,656 | 801 | 155 | 154 | 309 | 5,093 | 2,855 | 5,145 | 3,077 | 301 |
| 2 | 4,684 | 376 | 187 | 172 | 179 | 85 | 264 | *206 | 42 | 215 | 199 | 2 |
| 3 | 3,452 | 335 | 55 | 26 | 20 | 89 | 109 | 308 | 95 | 221 | 174 | 3 |
| 4 | 2,021 | 230 | 44 | 22 | 27 | 36 | 63 | 91 | 86 | 147 | 99 | 4 |
| 5 | 64,871 | 6,927 | 1,942 | 1,021 | 381 | 364 | 745 | 5,698 | 3,078 | 5,728 | 3,549 | 310 |
| 6 | †10.95 | †1.17 | 32.79 | 17.24 | ..... | ..... | ..... | ..... | 51.98 | 96.74 | 59.93 | 5.23 |

* In addition there were set out 12,600 bulbs, 19,500 plants, and 1,800 shrubs.

† To each school.

## THE PUBLIC

### V. TABLE E—FINANCIAL

| Rural Schools | Receipts | | | | |
|---|---|---|---|---|---|
| | Legislative Grants | Municipal Grants | Assessments levied on requisition of the Trustees | Clergy Reserve Fund, balances and other sources | Total receipts for all Public School purposes |
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 Brant | 8,469 88 | 21,975 77 | 20,138 46 | 43,996 64 | 94,580 75 |
| 2 Bruce | 17,652 61 | 54,568 06 | 39,781 49 | 68,451 72 | 180,453 88 |
| 3 Carleton | 10,192 21 | 35,576 17 | 24,109 80 | 39,938 08 | 109,816 26 |
| 4 Dufferin | 8,416 30 | 23,494 71 | 21,949 11 | 28,158 50 | 82,018 62 |
| 5 Dundas | 8,973 76 | 24,812 16 | 19,614 12 | 14,394 45 | 67,794 49 |
| 6 Elgin | 12,417 42 | 23,825 39 | 42,994 17 | 60,771 36 | 140,008 34 |
| 7 Essex | 12,637 23 | 35,706 17 | 33,046 93 | 43,362 00 | 124,752 33 |
| 8 Frontenac | 14,361 63 | 33,415 32 | 16,169 74 | 32,305 74 | 96,252 43 |
| 9 Glengarry | 5,358 32 | 23,041 47 | 10,165 85 | 12,957 53 | 51,523 17 |
| 10 Grey | 21,232 01 | 70,743 26 | 53,741 93 | 71,736 98 | 217,454 18 |
| 11 Haldimand | 7,526 00 | 23,323 73 | 18,186 80 | 33,781 49 | 82,818 02 |
| 12 Haliburton | 10,799 22 | 110 10 | 11,212 03 | 9,156 67 | 31,278 02 |
| 13 Halton | 5,868 00 | 17,884 00 | 8,711 54 | 27,004 08 | 59,467 62 |
| 14 Hastings | 21,940 92 | 49,094 23 | 40,623 91 | 68,565 22 | 180,224 28 |
| 15 Huron | 19,791 50 | 61,373 44 | 45,040 93 | 61,335 81 | 187,541 68 |
| 16 Kent | 16,263 68 | 41,925 15 | 42,254 67 | 73,162 08 | 173,605 58 |
| 17 Lambton | 17,549 49 | 53,364 58 | 44,152 39 | 56,428 60 | 171,495 06 |
| 18 Lanark | 7,891 43 | 36,604 21 | 10,439 60 | 24,214 20 | 79,149 44 |
| 19 Leeds and Grenville | 15,022 76 | 70,389 63 | 33,003 31 | 58,075 10 | 176,490 80 |
| 20 Lennox and Addington | 7,716 77 | 33,038 96 | 13,056 96 | 30,102 88 | 83,915 57 |
| 21 Lincoln | 7,312 22 | 20,787 33 | 22,815 46 | 55,564 23 | 106,479 24 |
| 22 Middlesex | 21,840 28 | 60,954 16 | 51,657 95 | 84,618 60 | 219,070 99 |
| 23 Norfolk | 8,873 52 | 30,833 41 | 25,870 12 | 51,300 79 | 116,877 84 |
| 24 Northumberland & Durham | 19,056 24 | 64,888 98 | 42,282 18 | 58,520 79 | 184,748 19 |
| 25 Ontario | 13,417 26 | 49,046 88 | 31,106 52 | 48,104 00 | 141,674 66 |
| 26 Oxford | 14,468 52 | 37,917 36 | 37,883 89 | 72,934 01 | 163,203 78 |
| 27 Peel | 9,072 87 | 23,100 00 | 19,862 48 | 32,420 44 | 84,455 79 |
| 28 Perth | 13,201 32 | 29,206 51 | 44,736 35 | 46,021 14 | 133,165 32 |
| 29 Peterborough | 12,492 92 | 25,480 21 | 16,871 34 | 28,764 38 | 83,608 85 |
| 30 Prescott and Russell | 5,650 86 | 29,702 16 | 14,248 52 | 22,138 30 | 71,739 84 |
| 31 Prince Edward | 6,104 03 | 23,016 83 | 9,891 45 | 19,321 93 | 58,334 24 |
| 32 Renfrew | 13,215 59 | 42,993 86 | 24,996 70 | 48,061 99 | 129,268 14 |
| 33 Simcoe | 20,170 08 | 68,637 17 | 50,044 13 | 83,702 16 | 222,553 54 |
| 34 Stormont | 5,483 16 | 24,925 94 | 13,335 07 | 11,404 34 | 55,148 51 |
| 35 Victoria | 13,163 12 | 31,164 84 | 27,245 97 | 31,299 03 | 102,872 96 |
| 36 Waterloo | 11,499 90 | 29,910 97 | 32,482 80 | 71,658 28 | 145,551 95 |
| 37 Welland | 8,895 71 | 26,932 87 | 23,036 07 | 41,270 06 | 100,134 71 |
| 38 Wellington | 18,086 45 | 46,075 92 | 37,530 47 | 69,518 48 | 171,211 32 |
| 39 Wentworth | 11,078 25 | 26,680 34 | 24,570 64 | 53,197 06 | 115,526 29 |
| 40 York | 21,416 61 | 55,445 39 | 59,077 01 | 149,271 87 | 285,210 88 |
| 41 Algoma | 13,644 49 | 6,562 12 | 19,310 78 | 22,434 71 | 61,952 10 |
| 42 Kenora | 2,111 96 | 366 00 | 4,351 43 | 2,545 16 | 9,374 55 |
| 43 Manitoulin | 10,457 86 | 5,256 28 | 9,888 06 | 12,444 35 | 38,046 55 |
| 44 Muskoka | 21,329 19 | 12,181 84 | 14,170 13 | 19,281 32 | 66,962 48 |
| 45 Nipissing | 19,476 41 | 7,358 46 | 28,108 74 | 27,449 19 | 82,392 80 |
| 46 Parry Sound | 27,518 34 | 10,614 97 | 25,528 25 | 19,578 91 | 83,240 47 |
| 47 Rainy River | 7,600 29 | 4,625 85 | 9,722 22 | 6,620 12 | 28,568 48 |
| 48 Sudbury | 12,671 62 | 3,801 68 | 21,345 61 | 15,865 49 | 53,684 40 |
| 49 Thunder Bay | 6,328 27 | 1,160 00 | 14,463 93 | 10,864 46 | 32,816 66 |
| Totals | 625,718 48 | 1,533,894 84 | 1,304,828 01 | 2,074,074 72 | 5,538,516 05 |

## SCHOOLS—Continued

### STATEMENT

| | Expenditure | | | | | |
|---|---|---|---|---|---|---|
| | Teachers' Salaries | Sites, and building school houses | Libraries, maps, apparatus, prizes and school books | Rent and repairs, fuel and other expenses | Total expenditure for all Public School purposes | Balances |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | 37,358 15 | 8,677 82 | 915 97 | 13,350 49 | 60,302 43 | 34,278 32 |
| 2 | 81,082 47 | 12,348 79 | 1,798 05 | 22,196 00 | 117,425 31 | 63,028 57 |
| 3 | 55,101 22 | 12,932 70 | 682 20 | 14,819 35 | 83,535 47 | 26,280 79 |
| 4 | 44,953 25 | 1,727 79 | 477 74 | 8,676 00 | 55,834 78 | 26,183 84 |
| 5 | 41,238 57 | 3,883 31 | 702 63 | 8,277 97 | 54,102 48 | 13,692 01 |
| 6 | 55,787 31 | 12,789 53 | 851 62 | 18,197 28 | 87,625 74 | 52,382 60 |
| 7 | 60,255 26 | 4,777 04 | 633 64 | 15,525 26 | 81,191 20 | 43,561 13 |
| 8 | 50,619 94 | 3,739 02 | 1,645 43 | 10,385 45 | 66,389 84 | 29,862 59 |
| 9 | 31,436 37 | 4,041 21 | 523 73 | 5,185 69 | 41,187 00 | 10,336 17 |
| 10 | 108,914 55 | 18,073 35 | 1,193 54 | 28,316 95 | 156,498 39 | 60,955 79 |
| 11 | 36,848 69 | 3,722 71 | 419 05 | 8,948 06 | 49,938 51 | 32,879 51 |
| 12 | 18,132 75 | 2,648 09 | 77 72 | 3,757 71 | 24,616 27 | 6,661 75 |
| 13 | 28,754 95 | 2,042 83 | 320 10 | 5,586 97 | 36,704 85 | 22,762 77 |
| 14 | 80,770 48 | 15,788 17 | 1,506 19 | 17,958 44 | 116,023 28 | 64,201 00 |
| 15 | 96,611 39 | 9,644 53 | 852 59 | 28,992 45 | 136,100 96 | 51,440 72 |
| 16 | 71,621 84 | 8,223 65 | 1,455 50 | 18,531 89 | 99,832 88 | 73,772 70 |
| 17 | 84,968 89 | 15,982 03 | 1,411 57 | 21,662 07 | 124,024 56 | 47,470 50 |
| 18 | 45,610 05 | 2,615 74 | 655 62 | 7,958 68 | 56,840 09 | 22,309 35 |
| 19 | 92,812 71 | 8,526 27 | 1,266 40 | 17,849 72 | 120,455 10 | 56,035 70 |
| 20 | 42,190 62 | 6,145 87 | 418 15 | 10,100 67 | 58,855 31 | 25,060 26 |
| 21 | 34,397 83 | 15,563 74 | 627 23 | 15,766 95 | 66,355 75 | 40,123 49 |
| 22 | 101,338 51 | 17,092 36 | 1,667 60 | 23,623 71 | 143,722 18 | 75,348 81 |
| 23 | 47,922 81 | 7,674 04 | 588 68 | 9,698 89 | 65,884 42 | 50,993 42 |
| 24 | 97,837 51 | 8,537 36 | 1,358 10 | 20,396 60 | 128,129 57 | 56,618 62 |
| 25 | 60,351 10 | 15,512 86 | 1,223 06 | 20,268 93 | 97,355 95 | 44,318 71 |
| 26 | 64,737 24 | 13,665 08 | 1,772 81 | 18,255 92 | 98,431 05 | 64,772 73 |
| 27 | 39,784 97 | 5,033 76 | 373 33 | 12,620 02 | 57,812 08 | 26,643 71 |
| 28 | 61,163 28 | 13,575 65 | 485 74 | 17,147 04 | 92,371 71 | 40,793 61 |
| 29 | 41,586 58 | 9,779 95 | 787 87 | 7,079 61 | 59,234 01 | 24,374 84 |
| 30 | 39,536 39 | 3,076 51 | 378 53 | 8,213 59 | 51,205 02 | 20,534 82 |
| 31 | 32,190 56 | 2,388 16 | 325 88 | 5,022 77 | 39,927 37 | 18,406 87 |
| 32 | 59,367 13 | 19,265 65 | 1,668 63 | 15,582 88 | 95,884 29 | 33,383 85 |
| 33 | 105,858 01 | 14,156 02 | 3,600 46 | 21,632 63 | 145,247 12 | 77,306 42 |
| 34 | 34,149 76 | 3,196 94 | 708 49 | 6,758 89 | 44,814 08 | 10,334 43 |
| 35 | 51,819 62 | 11,659 05 | 735 50 | 13,631 76 | 77,845 93 | 25,027 03 |
| 36 | 52,456 95 | 12,977 96 | 905 51 | 14,098 47 | 80,438 89 | 65,113 06 |
| 37 | 42,662 42 | 13,802 42 | 687 87 | 10,397 00 | 67,549 71 | 32,585 00 |
| 38 | 75,354 45 | 10,978 11 | 1,087 92 | 19,570 88 | 106,991 36 | 64,219 96 |
| 39 | 45,810 08 | 7,780 56 | 2,372 45 | 11,353 96 | 67,317 05 | 48,209 24 |
| 40 | 97,023 64 | 50,204 91 | 1,563 36 | 29,196 35 | 177,988 26 | 107,222 62 |
| 41 | 27,796 64 | 11,302 70 | 799 54 | 7,310 37 | 47,209 25 | 14,742 85 |
| 42 | 4,759 91 | 1,268 04 | 124 90 | 1,753 22 | 7,906 07 | 1,468 48 |
| 43 | 19,028 19 | 2,972 24 | 410 95 | 4,832 23 | 27,243 61 | 10,802 94 |
| 44 | 33,929 06 | 6,608 56 | 418 68 | 8,486 89 | 49,443 19 | 17,519 29 |
| 45 | 35,081 68 | 17,702 88 | 839 97 | 16,264 65 | 69,889 18 | 12,503 62 |
| 46 | 46,227 78 | 4,510 64 | 1,113 63 | 12,406 46 | 64,258 51 | 18,981 96 |
| 47 | 14,271 40 | 5,401 97 | 97 17 | 3,069 46 | 22,840 00 | 5,728 48 |
| 48 | 25,506 54 | 5,891 57 | 929 98 | 10,161 32 | 42,489 41 | 11,194 99 |
| 49 | 14,627 29 | 6,530 52 | 720 97 | 5,495 75 | 27 374 53 | 5,442 13 |
| | 2,571,646 79 | 476,440 66 | 46,182 25 | 656,374 30 | 3,750,644 00 | 1,787,872 05 |

## THE PUBLIC

### V. TABLE E—FINANCIAL

| Cities | Receipts | | | |
|---|---|---|---|---|
| | Legislative Grants | Municipal Grants and Assessments | Clergy Reserve Fund, balances and other sources | Total receipts for all Public School purposes |
| | $ c. | $ c. | $ c. | $ c. |
| 1 Belleville | 1,285 50 | 23,339 13 | 36,287 24 | 60,911 87 |
| 2 Brantford | 3,605 06 | 52,000 00 | 58,706 60 | 114,311 66 |
| 3 Chatham | 1,294 58 | 23,803 16 | 18,157 27 | 43,255 01 |
| 4 Fort William | 2,964 11 | 76,656 05 | 664 66 | 80,284 82 |
| 5 Guelph | 2,718 74 | 54,269 24 | 270 35 | 57,258 33 |
| 6 Hamilton | 13,284 98 | 225,709 83 | 181,005 34 | 420,000 15 |
| 7 Kingston | 3,046 31 | 53,127 45 | 2,841 67 | 59,015 43 |
| 8 London | 9,282 51 | 163,953 10 | 50,400 34 | 223,635 95 |
| 9 Niagara Falls | 1,137 50 | 19,865 00 | 35 96 | 21,038 46 |
| 10 Ottawa | 10,851 80 | 231,730 81 | 128,161 93 | 370,744 54 |
| 11 Peterborough | 4,866 24 | 42,200 00 | 17,721 19 | 64,787 43 |
| 12 Port Arthur | 2,173 82 | 34,338 56 | 8,230 83 | 44,743 21 |
| 13 St. Catharines | 1,469 23 | 30,271 81 | 33,689 60 | 65,430 64 |
| 14 St. Thomas | 2,004 77 | 38,750 00 | 25,482 43 | 66,237 20 |
| 15 Stratford | 4,776 28 | 32,000 00 | 197 74 | 36,974 02 |
| 16 Toronto | 50,101 37 | 1,876,241 76 | 401,303 39 | 2,327,646 52 |
| 17 Windsor | 1,771 00 | 42,621 86 | 6,825 92 | 51,218 78 |
| 18 Woodstock | 1,708 00 | 29,990 02 | 3,212 59 | 34,910 61 |
| Totals | 118,341 80 | 3,050,867 78 | 973,195 05 | 4,142,404 63 |
| Towns | | | | |
| 1 Alexandria | 35 00 | 963 06 | 1,198 37 | 2,196 43 |
| 2 Alliston | 171 00 | 2,802 15 | 818 46 | 3,791 61 |
| 3 Almonte | 275 00 | 3,266 09 | 1,373 53 | 4,914 62 |
| 4 Amherstburg | 173 00 | 5,679 49 | 722 83 | 6,575 32 |
| 5 Arnprior | 382 50 | 6,683 90 | 1,361 56 | 8,427 96 |
| 6 Aurora | 240 50 | 3,650 00 | 79 77 | 3,970 27 |
| 7 Aylmer | 361 61 | 6,124 56 | 127 72 | 6,613 89 |
| 8 Barrie | 886 91 | 19,592 90 | 484 86 | 20,964 67 |
| 9 Berlin | 1,684 06 | 41,208 47 | 23,247 70 | 66,140 23 |
| 10 Blenheim | 162 00 | 4,436 59 | 814 31 | 5,412 90 |
| 11 Blind River | 208 57 | 2,754 00 | 40 00 | 3,002 57 |
| 12 Bonfield | 505 97 | 406 57 | 335 71 | 1,248 25 |
| 13 Bothwell | 100 00 | 1,215 00 | 60 37 | 1,375 37 |
| 14 Bowmanville | 356 00 | 6,725 00 | 535 50 | 7,616 50 |
| 15 Bracebridge | 754 57 | 6,957 48 | 86 25 | 7,798 30 |
| 16 Brampton | 450 00 | 6,200 00 | 1,595 12 | 8,245 12 |
| 17 Brockville | 2,068 00 | 17,500 00 | 314 03 | 19,882 03 |
| 18 Bruce Mines | 361 07 | 1,573 26 | 205 33 | 2,139 66 |
| 19 Cache Bay | 333 82 | 1,771 75 | 518 68 | 2,624 25 |
| 20 Campbellford | 396 50 | 9,018 00 | 356 42 | 9,770 92 |
| 21 Carleton Place | 476 50 | 6,798 16 | 82 63 | 7,357 29 |
| 22 Chelmsford | 208 57 | 45 53 | 80 37 | 334 47 |
| 23 Chesley | 249 00 | 4,345 53 | 1,309 37 | 5,903 90 |
| 24 Clinton | 365 00 | 5,000 00 | 524 41 | 5,889 41 |
| 25 Cobalt | 680 57 | 20,554 40 | 377 97 | 21,612 94 |
| 26 Cobourg | 568 39 | 7,500 00 | 202 98 | 8,271 37 |
| 27 Cochrane | 670 04 | 3,283 80 | 3,316 21 | 7,270 05 |
| 28 Collingwood | 1,016 41 | 20,416 00 | 21,402 87 | 42,835 28 |
| 29 Copper Cliff | 611 57 | 5,860 06 | 7,773 03 | 14,244 66 |
| 30 Cornwall | 990 50 | 8,500 00 | 1,179 18 | 10,669 68 |
| 31 Deseronto | 284 50 | 4,745 52 | 208 02 | 5,238 04 |
| 32 Dresden | 375 50 | 4,277 61 | 10,063 47 | 14,716 58 |
| 33 Dryden | 648 33 | 2,234 16 | 390 64 | 3,273 13 |

## SCHOOLS—Continued

### STATEMENT—Continued

| | Expenditure | | | | | |
|---|---|---|---|---|---|---|
| | Teachers' Salaries | Sites, and building school houses | Libraries, maps, apparatus, other equipment, prizes, and school books | Rent and repairs, fuel and other expenses | Total expenditure for all Public School purposes | Balances |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | 13,802 64 | 31,226 22 | 440 87 | 12,364 79 | 57,834 52 | 3,077 35 |
| 2 | 43,391 40 | 54,387 70 | 3,000 39 | 12,527 79 | 113,307 28 | 1,004 38 |
| 3 | 19,185 25 | 17,334 05 | 280 95 | 6,454 76 | 43,255 01 | ..... |
| 4 | 35,005 62 | 24,502 74 | 4,344 77 | 14,871 12 | 78,724 25 | 1,560 57 |
| 5 | 24,652 99 | 20,614 94 | 716 17 | 11,274 23 | 57,258 33 | ..... |
| 6 | 152,948 57 | 138,217 87 | 8,458 52 | 33,632 21 | 333,257 17 | 86,742 98 |
| 7 | 33,496 75 | 16,347 45 | 673 12 | 8,498 11 | 59,015 43 | ..... |
| 8 | 116,821 00 | 51,319 86 | 1,244 84 | 47,800 65 | 217,186 35 | 6,449 60 |
| 9 | 13,738 00 | ..... | 257 24 | 7,034 55 | 21,029 79 | 8 67 |
| 10 | 158,314 00 | 109,387 14 | 13,517 73 | 71,114 16 | 352,333 03 | 18,411 51 |
| 11 | 36,987 54 | 13,803 08 | 3,066 42 | 10,930 39 | 64,787 43 | ..... |
| 12 | 21,553 03 | 12,396 64 | 2,255 88 | 8,273 12 | 44,478 67 | 264 54 |
| 13 | 21,568 96 | 16,040 49 | 180 64 | 5,752 40 | 43,542 49 | 21,888 15 |
| 14 | 29,854 00 | 19,169 33 | 78 25 | 15,126 55 | 64,228 13 | 2,009 07 |
| 15 | 24,860 50 | 280 10 | 1,517 71 | 10,300 66 | 36,958 97 | 15 05 |
| 16 | 897,186 81 | 667,044 53 | 20,553 16 | 419,344 02 | 2,004,128 52 | 323,518 00 |
| 17 | 32,467 26 | 5,836 77 | 410 50 | 11,470 76 | 50,185 29 | 1,033 49 |
| 18 | 15,585 25 | 11,942 62 | 1,778 18 | 5,604 56 | 34,910 61 | ..... |
| | 1,691,419 57 | 1,209,851 53 | 62,775 34 | 712,374 83 | 3,676,421 27 | 465,983 36 |
| 1 | 897 09 | 30 90 | ..... | 477 35 | 1,405 25 | 791 18 |
| 2 | 2,330 00 | ..... | ..... | 1,217 20 | 3,547 20 | 244 41 |
| 3 | 3,559 54 | 32 95 | 55 30 | 1,183 88 | 4,831 67 | 82 95 |
| 4 | 2,642 00 | 1,181 14 | ..... | 2,654 18 | 6,477 32 | 98 00 |
| 5 | 5,528 06 | 289 42 | 29 05 | 1,492 56 | 7,339 09 | 1,088 87 |
| 6 | 3,011 12 | 154 64 | 16 05 | 702 60 | 3,884 41 | 85 86 |
| 7 | 4,795 00 | 573 22 | ..... | 1,140 74 | 6,508 96 | 104 93 |
| 8 | 12,881 65 | 4,023 70 | 259 67 | 3,525 22 | 20,690 24 | 274 43 |
| 9 | 28,059 50 | 30,412 45 | 448 44 | 6,186 46 | 65,106 85 | 1,033 38 |
| 10 | 4,118 78 | ..... | ..... | 468 61 | 4,587 39 | 825 51 |
| 11 | 1,714 50 | 43 24 | 22 88 | 1,215 23 | 2,995 85 | 6 72 |
| 12 | 542 25 | 130 66 | 24 85 | 301 50 | 999 26 | 248 99 |
| 13 | 1,033 33 | ..... | 45 85 | 226 73 | 1,305 91 | 69 46 |
| 14 | 4,501 90 | 1,777 63 | 80 70 | 1,246 60 | 7,606 83 | 9 67 |
| 15 | 5,533 55 | 230 55 | ..... | 1,868 03 | 7,632 13 | 166 17 |
| 16 | 5,786 11 | 213 32 | 157 42 | 1,795 66 | 7,952 51 | 292 61 |
| 17 | 14,009 97 | 2,023 08 | 559 22 | 3,244 67 | 19,836 94 | 45 09 |
| 18 | 1,290 00 | 133 65 | 11 92 | 635 12 | 2,070 69 | 68 97 |
| 19 | 1,317 50 | 326 54 | ..... | 530 84 | 2,174 88 | 449 37 |
| 20 | 4,998 27 | 2,753 19 | 348 59 | 1,411 40 | 9,511 45 | 259 47 |
| 21 | 5,271 68 | ..... | 67 23 | 1,715 44 | 7,054 35 | 302 94 |
| 22 | 305 00 | ..... | ..... | 3 50 | 308 50 | 25 97 |
| 23 | 3,350 37 | 813 70 | 90 88 | 1,159 68 | 5,414 63 | 489 27 |
| 24 | 4,463 00 | ..... | 35 65 | 1,390 76 | 5,889 41 | ..... |
| 25 | 9,380 39 | 3,132 14 | 634 20 | 4,105 55 | 17,252 28 | 4,360 66 |
| 26 | 6,267 50 | ..... | 70 00 | 1,616 19 | 7,953 69 | 317 68 |
| 27 | 1,399 25 | 1,723 01 | ..... | 3,482 17 | 6,604 43 | 665 62 |
| 28 | 13,409 30 | 18,874 71 | 21 29 | 5,715 15 | 38,020 45 | 4,814 83 |
| 29 | 4,485 03 | 2 00 | ..... | 3,239 98 | 7,727 01 | 6,517 65 |
| 30 | 8,205 32 | 521 98 | ..... | 1,942 38 | 10,669 68 | ..... |
| 31 | 4,318 06 | ..... | ..... | 896 87 | 5,214 93 | 23 11 |
| 32 | 2,827 68 | 10,337 38 | ..... | 1,546 20 | 14,711 26 | 5 32 |
| 33 | 1,845 00 | ..... | 10 00 | 593 20 | 2,448 20 | 824 93 |

## THE PUBLIC

### V. TABLE E—FINANCIAL

| Towns—Continued | Receipts | | | |
|---|---|---|---|---|
| | Legislative Grants | Municipal Grants and Assessments | Clergy Reserve Fund, balances and other sources | Total receipts for all Public School purposes |
| | $ c. | $ c. | $ c. | $ c. |
| 34 Dundas | 463 50 | 7,125 00 | 235 70 | 7,824 20 |
| 35 Dunnville | 394 00 | 6,094 59 | 16 15 | 6,504 74 |
| 36 Durham | 703 00 | 2,627 38 | 1,560 99 | 4,891 37 |
| 37 Englehart | 822 82 | 3,781 72 | 2,249 06 | 6,853 60 |
| 38 Essex | 203 50 | 4,224 94 | 588 43 | 5,016 87 |
| 39 Forest | 214 00 | 3,300 00 | 13,082 87 | 16,596 87 |
| 40 Fort Frances | 392 57 | 4,209 43 | 29 88 | 4,631 88 |
| 41 Galt | 1,291 89 | 24,750 00 | 137 36 | 26,179 25 |
| 42 Gananoque | 471 50 | 7,807 95 | 365 28 | 8,644 73 |
| 43 Goderich | 607 11 | 14,937 64 | 1,915 00 | 17,459 75 |
| 44 Gore Bay | 523 78 | 1,884 87 | 206 02 | 2,614 67 |
| 45 Gravenhurst | 601 57 | 4,419 00 | 93 21 | 5,113 78 |
| 46 Haileybury | 688 57 | 9,745 00 | 805 81 | 11,239 38 |
| 47 Hanover | 288 50 | 5,108 99 | 747 58 | 6,145 07 |
| 48 Harriston | 243 00 | 3,687 77 | 276 70 | 4,207 47 |
| 49 Hawkesbury | 84 50 | 4,017 93 | 1,423 84 | 5,526 27 |
| 50 Hespeler | 609 37 | 7,299 32 | 960 38 | 8,869 07 |
| 51 Huntsville | 590 07 | 4,809 26 | 878 22 | 6,277 55 |
| 52 Ingersoll | 861 72 | 9,100 00 | 1,915 61 | 11,877 33 |
| 53 Kearney | 290 69 | 651 06 | 8 07 | 949 82 |
| 54 Keewatin | 487 32 | 3,119 75 | 667 36 | 4,274 43 |
| 55 Kenora | 1,090 57 | 16,800 00 | 219 25 | 18,109 82 |
| 56 Kincardine | 387 50 | 5,000 00 | 266 13 | 5,653 63 |
| 57 Kingsville | 540 54 | 4,585 72 | 1,305 65 | 6,431 91 |
| 58 Latchford | 334 07 | 2,878 41 | 396 15 | 3,608 63 |
| 59 Leamington | 325 00 | 5,525 00 | 15 78 | 5,865 78 |
| 60 Lindsay | 835 50 | 15,666 62 | 24,962 83 | 41,464 95 |
| 61 Listowel | 320 64 | 5,287 00 | 247 87 | 5,855 51 |
| 62 Little Current | 364 34 | 2,121 48 | 253 71 | 2,739 53 |
| 63 Massey | 889 72 | 2,077 95 | 798 33 | 3,766 00 |
| 64 Mattawa | 346 57 | 998 22 | 285 55 | 1,630 34 |
| 65 Meaford | 370 00 | 7,000 00 | 9,113 93 | 16,483 93 |
| 66 Midland | 607 00 | 14,403 00 | 33 76 | 15,043 76 |
| 67 Milton | 224 50 | 3,620 00 | 2,011 70 | 5,856 20 |
| 68 Mitchell | 301 00 | 3,900 00 | 200 60 | 4,401 60 |
| 69 Mount Forest | 231 50 | 3,636 00 | 529 60 | 4,397 10 |
| 70 Napanee | 412 00 | 6,321 70 | 4,958 34 | 11,692 04 |
| 71 New Liskeard | 703 57 | 7,928 62 | 448 57 | 9,080 76 |
| 72 Newmarket | 381 00 | 6,000 00 | 314 25 | 6,695 25 |
| 73 Niagara | 175 00 | 2,326 21 | 1,311 55 | 3,812 76 |
| 74 North Bay | 3,385 33 | 20,052 75 | 5,778 87 | 29,216 95 |
| 75 North Toronto | 739 00 | 19,896 00 | 320 37 | 20,955 37 |
| 76 Oakville | 269 00 | 7,648 26 | 1,830 04 | 9,747 30 |
| 77 Orangeville | 420 00 | 6,830 89 | 153 09 | 7,403 98 |
| 78 Orillia | 1,191 75 | 17,334 26 | 14,493 76 | 33,019 77 |
| 79 Oshawa | 805 00 | 15,257 00 | 63 39 | 16,125 39 |
| 80 Owen Sound | 1,712 93 | 31,674 19 | 2,426 55 | 35,813 67 |
| 81 Palmerston | 247 00 | 3,430 25 | 34 91 | 3,712 16 |
| 82 Paris | 489 23 | 5,845 00 | 2,153 69 | 8,487 92 |
| 83 Parkhill | 173 00 | 2,700 00 | 26 37 | 2,899 37 |
| 84 Parry Sound | 999 57 | 9,571 76 | 1,085 99 | 11,657 32 |
| 85 Pembroke | 447 50 | 9,342 90 | 12,536 94 | 22,327 34 |
| 86*Penetanguishene | 437 00 | 10,429 79 | 2,176 02 | 13,042 81 |
| 87 Perth | 311 00 | 6,265 83 | 370 16 | 6,946 99 |

* Including Protestant Separate School.

## SCHOOLS—Continued

### STATEMENT—Continued

| | Expenditure | | | | | |
|---|---|---|---|---|---|---|
| | Teachers' Salaries | Sites, and building school houses | Libraries, maps, apparatus, other equipment, prizes, and school books | Rents and repairs, fuel, and other expenses | Total expenditure for all Public School purposes | Balances |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 34 | 5,869 05 | 254 90 | 53 30 | 1,382 21 | 7,559 46 | 264 74 |
| 35 | 4,480 00 | 1,141 33 | ..... | 883 00 | 6,504 33 | 41 |
| 36 | 3,446 12 | 127 57 | 119 28 | 1,198 40 | 4,891 37 | ..... |
| 37 | 1,419 00 | 1,171 65 | 155 87 | 4,061 36 | 6,807 88 | 45 72 |
| 38 | 3,311 05 | ..... | 9 85 | 1,128 71 | 4,449 61 | 567 26 |
| 39 | 2,550 00 | 12,625 00 | ..... | 786 97 | 15,961 97 | 634 90 |
| 40 | 1,953 40 | ..... | ..... | 1,054 84 | 3,008 24 | 1,623 94 |
| 41 | 19,379 50 | 586 20 | 326 90 | 5,770 36 | 26,062 96 | 116 29 |
| 42 | 6,955 18 | ..... | 85 52 | 1,598 04 | 8,638 74 | 5 99 |
| 43 | 7,672 04 | 5,755 25 | 22 00 | 4,009 51 | 17,458 80 | 95 |
| 44 | 2,082 50 | 147 94 | ..... | 221 42 | 2,451 86 | 162 81 |
| 45 | 3,623 49 | ..... | ..... | 1,381 08 | 5,004 57 | 109 21 |
| 46 | 6,888 60 | 592 90 | 20 90 | 3,204 34 | 10,706 74 | 532 64 |
| 47 | 3,462 70 | ..... | ..... | 1,659 24 | 5,121 94 | 1,023 13 |
| 48 | 2,765 00 | 35 55 | ..... | 662 61 | 3,463 16 | 744 31 |
| 49 | 1,700 00 | ..... | ..... | 471 21 | 2,171 21 | 3,355 06 |
| 50 | 5,978 02 | 123 20 | 75 78 | 1,655 14 | 7,832 14 | 1,036 93 |
| 51 | 3,928 50 | 105 00 | 50 82 | 1,189 91 | 5,274 23 | 1,003 32 |
| 52 | 7,746 88 | ..... | 462 17 | 3,655 36 | 11,864 41 | 12 92 |
| 53 | 460 00 | 22 18 | ..... | 132 57 | 614 75 | 335 07 |
| 54 | 2,850 00 | 258 71 | 54 73 | 1,110 99 | 4,274 43 | ..... |
| 55 | 12,312 30 | 75 30 | 789 34 | 4,607 20 | 17,784 14 | 325 68 |
| 56 | 4,055 00 | ..... | ..... | 1,183 08 | 5,238 08 | 415 55 |
| 57 | 3,855 00 | 1,717 45 | 123 24 | 634 17 | 6,329 86 | 102 95 |
| 58 | 1,809 54 | 950 97 | 219 04 | 613 76 | 3,593 31 | 15 32 |
| 59 | 4,611 75 | ..... | 91 73 | 1,159 31 | 5,862 79 | 2 99 |
| 60 | 12,290 00 | 18,567 70 | ..... | 3,368 64 | 34,226 34 | 7,238 61 |
| 61 | 4,287 23 | ..... | 124 97 | 1,443 31 | 5,855 51 | ..... |
| 62 | 1,765 00 | 124 13 | 111 19 | 341 42 | 2,341 74 | 397 79 |
| 63 | 2,688 70 | 250 00 | 94 71 | 628 68 | 3,662 09 | 103 91 |
| 64 | 908 80 | ..... | 9 39 | 181 38 | 1,099 57 | 530 77 |
| 65 | 6,630 00 | 8,719 01 | 393 85 | 725 99 | 16,468 85 | 15 08 |
| 66 | 10,873 10 | 106 60 | 381 53 | 3,610 17 | 14,971 40 | 72 36 |
| 67 | 2,590 00 | 1,999 00 | 15 00 | 1,020 10 | 5,624 10 | 232 10 |
| 68 | 3,730 55 | 71 20 | 110 20 | 374 45 | 4,286 40 | 115 20 |
| 69 | 3,040 00 | 138 87 | ..... | 819 22 | 3,998 09 | 399 01 |
| 70 | 5,472 05 | 4,476 67 | ..... | 1,694 26 | 11,642 98 | 49 06 |
| 71 | 5,406 25 | 1,167 80 | 501 45 | 1,698 59 | 8,774 09 | 306 67 |
| 72 | 4,629 12 | 213 10 | 81 62 | 1,206 85 | 6,130 69 | 564 56 |
| 73 | 2,064 00 | 826 43 | 16 33 | 512 71 | 3,419 47 | 393 29 |
| 74 | 14,956 61 | 9,843 07 | 110 38 | 4,002 60 | 28,912 66 | 304 29 |
| 75 | 10,125 25 | 5,254 54 | 1,007 25 | 3,585 19 | 19,972 23 | 983 14 |
| 76 | 3,375 00 | 3,183 16 | 26 82 | 754 08 | 7,339 06 | 2,408 24 |
| 77 | 5,018 29 | ..... | 545 04 | 1,297 55 | 6,860 88 | 543 10 |
| 78 | 13,013 20 | 990 00 | 245 30 | 3,894 93 | 18,143 43 | 14,876 34 |
| 79 | 9,977 57 | ..... | 397 46 | 5,066 72 | 15,441 75 | 683 64 |
| 80 | 23,961 87 | 5,742 19 | ..... | 6,109 61 | 35,813 67 | ..... |
| 81 | 2,727 75 | 17 73 | 45 45 | 830 44 | 3,621 37 | 90 79 |
| 82 | 5,700 00 | ..... | 163 33 | 2,068 18 | 7,931 51 | 556 41 |
| 83 | 2,070 00 | ..... | 11 00 | 638 21 | 2,719 21 | 180 16 |
| 84 | 7,529 96 | ..... | 108 53 | 2,363 30 | 10,001 79 | 1,655 53 |
| 85 | 7,465 78 | 11,608 17 | 27 60 | 2,333 96 | 21,435 51 | 891 83 |
| 86 | 5,990 00 | 1,343 14 | 239 41 | 5,166 95 | 12,739 50 | 303 31 |
| 87 | 5,310 75 | ..... | 150 46 | 1,485 78 | 6,946 99 | ..... |

THE PUBLIC

V. TABLE E—FINANCIAL

| Towns—Concluded | Receipts | | | |
|---|---|---|---|---|
| | Legislative Grants | Municipal Grants and Assessments | Clergy Reserve Fund, balances and other sources | Total receipts for all Public School purposes |
| | $ c. | $ c. | $ c. | $ c. |
| 88 Petrolea | 528 50 | 9,000 00 | 673 22 | 10,201 72 |
| 89 Picton | 460 31 | 8,551 48 | 966 63 | 9,978 42 |
| 90 Port Hope | 631 75 | 8,515 68 | 44 00 | 9,191 43 |
| 91 Powassan | 332 07 | 1,878 40 | 1,149 68 | 3,360 15 |
| 92 Prescott | 273 00 | 4,880 00 | 86 02 | 5,239 02 |
| 93 Preston | 431 54 | 7,500 00 | 195 79 | 8,127 33 |
| 94 Rainy River | 493 57 | 5,250 00 | 243 21 | 5,986 78 |
| 95 Renfrew | 1,056 00 | 5,800 00 | 14,077 50 | 20,933 50 |
| 96 Ridgetown | 249 50 | 4,100 00 | 112 46 | 4,461 96 |
| 97 Rockland | 37 00 | 1,202 32 | 67 62 | 1,306 94 |
| 98 St. Mary's | 484 00 | 8,152 50 | 42 00 | 8,678 50 |
| 99 Sandwich | 112 00 | 1,200 00 | 1,574 50 | 2,886 50 |
| 100 Sarnia | 1,140 75 | 21,908 58 | 1,648 51 | 24,697 84 |
| 101 Sault Ste. Marie | 1,627 57 | 37,288 00 | 2,094 12 | 41,009 69 |
| 102 Seaforth | 238 50 | 4,728 34 | 74 76 | 5,041 60 |
| 103 Simcoe | 465 88 | 6,545 31 | 1,081 66 | 8,092 85 |
| 104 Smith's Falls | 1,167 97 | 16,089 58 | 2,500 00 | 19,757 55 |
| 105 Southampton | 219 00 | 3,659 50 | 461 94 | 4,340 44 |
| 106 Stayner | 118 50 | 3,225 00 | 3,234 86 | 6,578 36 |
| 107 Steelton | 639 57 | 7,045 69 | 3,231 86 | 10,917 12 |
| 108 Strathroy | 457 00 | 5,450 00 | 275 01 | 6,182 01 |
| 109 Sturgeon Falls | 398 57 | 8,611 63 | 94 15 | 9,104 35 |
| 110 Sudbury | 616 07 | 9,035 00 | 4,454 58 | 14,105 65 |
| 111 Thessalon | 466 07 | 4,079 97 | 85 90 | 4,631 94 |
| 112 Thornbury | 93 00 | 1,812 83 | ..... | 1,905 83 |
| 113 Thorold | 195 50 | 4,200 00 | 156 47 | 4,551 97 |
| 114 Tilbury | 92 50 | 1,689 24 | 904 22 | 2,685 96 |
| 115 Tillsonburg | 409 26 | 5,750 00 | 746 61 | 6,905 87 |
| 116 Trenton | 430 50 | 7,946 04 | 620 70 | 8,997 24 |
| 117 Uxbridge | 210 00 | 4,150 00 | 18,254 91 | 22,614 91 |
| 118 Vankleek Hill | 113 50 | 2,331 00 | 2,361 82 | 4,806 32 |
| 119 Walkerton | 310 00 | 4,627 80 | 77 84 | 5,015 64 |
| 120 Walkerville | 438 73 | 9,925 00 | 467 59 | 10,831 32 |
| 121 Wallaceburg | 338 00 | 6,266 50 | 213 94 | 6,818 44 |
| 122 Waterloo | 543 68 | 14,135 78 | 223 98 | 14,903 44 |
| 123 Webbwood | 348 07 | 1,916 67 | 232 96 | 2,497 70 |
| 124 Welland | 640 16 | 12,000 00 | 31,972 34 | 44,612 50 |
| 125 Whitby | 259 50 | 4,400 00 | 426 49 | 5,085 99 |
| 126 Wiarton | 302 00 | 4,656 71 | 48 66 | 5,007 37 |
| 127 Wingham | 328 00 | 4,832 74 | 1,521 54 | 6,682 28 |
| Totals | 66,048 36 | 941,482 74 | 297,174 94 | 1,304,706 04 |
| Totals | | | | |
| 1 Rural Schools | 625,718 48 | 2,838,722 85 | 2,074,074 72 | 5,538,516 05 |
| 2 Cities | 118,341 80 | 3,050,867 78 | 973,195 05 | 4,142,404 63 |
| 3 Towns | 66,048 36 | 941,482 74 | 297,174 94 | 1,304,706 04 |
| 4 Villages | 23,179 54 | 316,794 43 | 141,745 96 | 481,719 93 |
| 5 Grand Totals, 1911 | 833,288 18 | 7,147,867 80 | 3,486,190 67 | 11,467,346 65 |
| 6 Percentages | 7.26 | 62.33 | 30.40 | ..... |

Cost per pupil, enrolled attendance: Rural Schools, $17.64; Cities, $37.48

## SCHOOLS—Concluded

### STATEMENT—Concluded

| | Expenditure | | | | | |
|---|---|---|---|---|---|---|
| | Teachers' Salaries | Sites, and building school houses | Libraries, maps, apparatus, other equipment, prizes, and school books | Rent and repairs, fuel and other expenses | Total expenditure for all Public School purposes | Balances |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 88 | 6,920 76 | ..... | ..... | 3,275 49 | 10,196 25 | 5 47 |
| 89 | 6,311 49 | 437 36 | 136 41 | 1,303 69 | 8,188 95 | 1,789 47 |
| 90 | 7,505 19 | 107 82 | ..... | 1,578 42 | 9,191 43 | ..... |
| 91 | 1,521 52 | 216 11 | ..... | 880 29 | 2,617 92 | 742 23 |
| 92 | 3,665 91 | ..... | 24 00 | 1,470 52 | 5,160 43 | 78 59 |
| 93 | 6,165 89 | ..... | 30 00 | 1,866 83 | 8,062 72 | 64 61 |
| 94 | 3,740 40 | 380 03 | 111 72 | 1,660 89 | 5,893 04 | 93 74 |
| 95 | 5,781 75 | 13,255 36 | 66 13 | 1,830 26 | 20,933 50 | ..... |
| 96 | 3,598 50 | ..... | 93 72 | 748 35 | 4,440 57 | 21 39 |
| 97 | 951 80 | ..... | ..... | 63 58 | 1,015 38 | 291 56 |
| 98 | 5,346 98 | 45 42 | 10 00 | 3,159 04 | 8,561 44 | 117 06 |
| 99 | 1,832 33 | ..... | 217 58 | 802 63 | 2,852 54 | 33 96 |
| 100 | 16,700 02 | 135 00 | 557 88 | 6,290 47 | 23,683 37 | 1,014 47 |
| 101 | 18,698 20 | 11,369 82 | 1,311 40 | 6,804 86 | 38,184 28 | 2,825 41 |
| 102 | 3,541 60 | ..... | ..... | 1,500 00 | 5,041 60 | ..... |
| 103 | 6,424 00 | ..... | 140 37 | 1,093 75 | 7,658 12 | 434 73 |
| 104 | 11,741 74 | 1,613 00 | 144 00 | 4,967 59 | 18,466 33 | 1,291 22 |
| 105 | 3,550 00 | ..... | 40 08 | 737 90 | 4,327 98 | 12 46 |
| 106 | 1,690 00 | 33 67 | ..... | 1,207 63 | 2,931 30 | 3,647 06 |
| 107 | 6,476 30 | 2,260 74 | 237 07 | 1,853 78 | 10,827 89 | 89 23 |
| 108 | 4,708 00 | ..... | 64 66 | 1,243 89 | 6,016 55 | 165 46 |
| 109 | 2,575 11 | 263 14 | ..... | 5,449 94 | 8,288 19 | 816 16 |
| 110 | 4,940 00 | 66 25 | 19 72 | 2,025 79 | 7,051 76 | 7,053 89 |
| 111 | 3,163 00 | 169 20 | ..... | 1,092 85 | 4,425 05 | 206 89 |
| 112 | 1,464 44 | ..... | ..... | 436 54 | 1,900 98 | 4 85 |
| 113 | 3,410 89 | 49 91 | ..... | 1,068 24 | 4,529 04 | 22 93 |
| 114 | 1,400 00 | ..... | ..... | 141 64 | 1,541 64 | 1,144 32 |
| 115 | 5,406 00 | ..... | ..... | 1,342 78 | 6,748 78 | 157 09 |
| 116 | 5,357 03 | ..... | 105 00 | 2,660 43 | 8,122 46 | 874 78 |
| 117 | 3,074 50 | 18,135 73 | 108 00 | 1,290 55 | 22,608 78 | 6 13 |
| 118 | 1,968 98 | ..... | ..... | 587 02 | 2,556 00 | 2,250 32 |
| 119 | 3,688 75 | 437 75 | 28 18 | 807 20 | 4,961 88 | 53 76 |
| 120 | 7,493 00 | ..... | ..... | 3,221 55 | 10,714 55 | 116 77 |
| 121 | 4,918 92 | ..... | ..... | 894 07 | 5,812 99 | 1,005 45 |
| 122 | 8,790 01 | ..... | ..... | 4,891 19 | 13,681 20 | 1,222 24 |
| 123 | 1,634 95 | 318 86 | 15 75 | 477 92 | 2,447 48 | 50 22 |
| 124 | 7,860 45 | 10,154 33 | 149 02 | 2,296 47 | 20,460 27 | 24,152 23 |
| 125 | 3,681 20 | ..... | 31 00 | 992 73 | 4,704 93 | 381 06 |
| 126 | 4,051 79 | ..... | ..... | 81 80 | 4,133 59 | 873 78 |
| 127 | 3,653 99 | 1,433 86 | ..... | 803 37 | 5,891 22 | 791 06 |
| | 688,244 45 | 240,952 17 | 14,209 62 | 236,471 65 | 1,179,877 89 | 124,828 15 |
| 1 | 2,571,646 79 | 476,440 66 | 46,182 25 | 656,374 30 | 3,750,644 00 | 1,787,872 05 |
| 2 | 1,691,419 57 | 1,209,851 53 | 62,775 34 | 712,374 83 | 3,676,421 27 | 465,983 36 |
| 3 | 688,244 45 | 240,952 17 | 14,209 62 | 236,471 65 | 1,179,877 89 | 124,828 15 |
| 4 | 245,251 98 | 68,611 55 | 3,556 38 | 82,031 36 | 399,451 27 | 82,268 66 |
| 5 | 5,196,562 79 | 1,995,855 91 | 126,723 59 | 1,687,252 14 | 9,006,394 43 | 2,460,952 22 |
| 6 | 57.69 | 22.16 | 1.40 | 18.73 | ..... | ..... |

Towns, $18.22; Villages, $15.86; Province, $22.48.

## ROMAN CATHOLIC

### I. TABLE F—FINANCIAL

| Rural Schools | Number of Schools | Receipts: Legislative Grants | Municipal Grants and Assessments | Balances, subscribed and other sources | Total amount received | Ex- Teachers' Salaries |
|---|---|---|---|---|---|---|
| | | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 Bruce | 9 | 1,241 00 | 7,295 46 | 4,525 17 | 13,061 63 | 6,383 63 |
| 2 Carleton | 17 | 782 70 | 8,291 81 | 2,031 24 | 11,105 75 | 6,637 58 |
| 3 Essex | 27 | 2,517 82 | 17,282 74 | 5,814 53 | 25,615 09 | 14,112 98 |
| 4 Frontenac | 11 | 1,432 16 | 4,445 13 | 908 52 | 6,785 81 | 4,608 52 |
| 5 Grey | 7 | 481 50 | 3,217 87 | 1,192 75 | 4,892 12 | 3,185 77 |
| 6 Hastings | 7 | 499 47 | 2,627 14 | 1,049 17 | 4,175 78 | 2,638 77 |
| 7 Huron | 9 | 866 23 | 5,981 17 | 2,194 60 | 9,042,00 | 4,650 73 |
| 8 Kent | 7 | 629 10 | 4,508 97 | 2,020 10 | 7,158 17 | 3,623 74 |
| 9 Lambton | 1 | 133 10 | 612 00 | 438 43 | 1,183 53 | 472 71 |
| 10 Lanark | 3 | 184 26 | 1,234 99 | 2,702 54 | 4,121 79 | 1,050 00 |
| 11 Leeds and Grenville | 2 | 90 92 | 507 96 | 120 23 | 719 11 | 577 00 |
| 12 Lennox and Addington | 2 | 204 25 | 640 80 | 291 82 | 1,136 87 | 661 68 |
| 13 Middlesex | 5 | 384 00 | 2,502 44 | 902 95 | 3,789 39 | 2,172 00 |
| 14 Norfolk | 1 | 129 00 | 832 03 | 507 56 | 1,468 59 | 550 00 |
| 15 Northumberland & Durham | 6 | 462 45 | 2,247 21 | 396 77 | 3,106 43 | 2,419 38 |
| 16 Ontario | 1 | 127 00 | 217 12 | 804 59 | 1,148 71 | 625 00 |
| 17 Peel | 1 | 85 75 | 483 32 | 32 32 | 601 39 | 369 17 |
| 18 Perth | 6 | 801 60 | 4,094 46 | 1,986 17 | 6,882 23 | 3,786 31 |
| 19 Peterborough | 1 | 32 00 | 634 28 | 164 15 | 830 43 | 375 00 |
| 20 Prescott and Russell | 84 | 5,399 85 | 50,841 87 | 24,963 83 | 81,205 55 | 37,669 38 |
| 21 Renfrew | 10 | 1,197 98 | 3,438 42 | 2,392 90 | 7,029 30 | 4,036 70 |
| 22 Simcoe | 3 | 351 65 | 2,063 28 | 3,131 60 | 5,546 53 | 1,762 79 |
| 23 Stormont, Dundas and Glengarry | 12 | 1,083 70 | 6,100 86 | 2,791 63 | 9,976 19 | 5,949 69 |
| 24 Victoria | 2 | 274 00 | 935 83 | 185 22 | 1,395 05 | 1,150 00 |
| 25 Waterloo | 7 | 703 50 | 5,281 89 | 4,251 91 | 10,237 30 | 4,198 48 |
| 26 Wellington | 6 | 475 00 | 2,885 09 | 1,201 95 | 4,562 04 | 2,677 50 |
| 27 Districts | 46 | 10,749 97 | 16,513 82 | 8,932 37 | 36,196 16 | 18,485 70 |
| Totals | 293 | 31,319 96 | 155,717 96 | 75,935 02 | 262,972 94 | 134,830 21 |
| Cities | | | | | | |
| 1 Belleville | 1 | 180 00 | 3,034 21 | 711 37 | 3,925 58 | 1,400 00 |
| 2 Brantford | 2 | 230 00 | 3,559 08 | 16,859 16 | 20,648 24 | 1,600 32 |
| 3 Chatham | 1 | 204 00 | 4,350 31 | 3,247 79 | 7,802 10 | 2,307 94 |
| 4 Fort William | 3 | 776 61 | 9,784 81 | 32,930 89 | 43,492 31 | 7,026 00 |
| 5 Guelph | 3 | 309 00 | 5,601 84 | 2,287 06 | 8,197 90 | 3,210 00 |
| 6 Hamilton | 9 | 1,101 00 | 21,503 13 | 7,684 31 | 30,288 44 | 7,710 00 |
| 7 Kingston | 3 | 463 00 | 8,640 22 | 2,954 64 | 12,057 86 | 5,090 70 |
| 8 London | 8 | 694 00 | 14,243 35 | 2,532 20 | 17,469 55 | 6,600 00 |
| 9 Niagara Falls | 1 | 125 00 | 1,046 00 | 802 59 | 1,973 59 | 1,000 00 |
| 10 Ottawa | 35 | 4,859 00 | 135,636 68 | 9,375 99 | 149,871 67 | 74,285 00 |
| 11 Peterborough | 3 | 570 50 | 10,523 04 | 933 26 | 12,026 80 | 6,495 00 |
| 12 Port Arthur | 1 | 518 61 | 5,736 21 | 11,323 85 | 17,578 67 | 5,149 75 |
| 13 St. Catharines | 3 | 250 00 | 4,127 44 | 414 15 | 4,791 59 | 2,250 00 |
| 14 St. Thomas | 1 | 183 00 | 3,143 23 | 378 29 | 3,704 52 | 1,343 75 |
| 15 Stratford | 1 | 352 00 | 4,637 91 | 2,343 15 | 7,333 06 | 2,400 00 |
| 16 Toronto | 27 | 4,002 50 | 108,567 00 | 18,797 09 | 131,366 59 | 37,137 48 |
| 17 Windsor | 4 | 557 00 | 12,066 23 | 25,731 00 | 38,354 23 | 5,075 00 |
| 18 Woodstock | 1 | 107 00 | 1,119 51 | 34 20 | 1,260 71 | 965 00 |
| Totals | 107 | 15,482 22 | 357,320 20 | 139,340 99 | 512,143 41 | 171,045 94 |

## SEPARATE SCHOOLS

### STATEMENT, TEACHERS, ETC.

| | penditure | | | | | Teachers | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Sites and building school houses | Libraries, maps, apparatus, prizes and school books | All other purposes | Total amount expended | Balances | Number of Teachers | Male | Female | Average salary, male | Average salary, female |
| | $ c. | $ c. | $ c. | $ c. | $ c. | | | | $ | $ |
| 1 | 708 13 | 107 54 | 2,138 03 | 9,337 33 | 3,724 30 | 17 | 4 | 13 | 517 | 354 |
| 2 | 1,067 43 | 121 50 | 1,520 50 | 9,347 01 | 1,758 74 | 21 | ..... | 21 | ..... | 353 |
| 3 | 2,234 11 | 349 52 | 4,279 37 | 20,975 98 | 4,639 11 | 35 | ..... | 35 | ..... | 428 |
| 4 | 345 21 | 76 73 | 783 79 | 5,814 25 | 971 56 | 11 | 1 | 10 | 500 | 424 |
| 5 | 59 03 | 18 10 | 533 34 | 3,796 24 | 1,095 88 | 7 | ..... | 7 | ..... | 468 |
| 6 | 110 30 | 22 29 | 754 56 | 3,525 92 | 649 86 | 7 | ..... | 7 | ..... | 388 |
| 7 | 959 68 | 115 26 | 1,553 83 | 7,279 50 | 1,762 50 | 11 | 1 | 10 | 500 | 447 |
| 8 | 677 19 | 68 68 | 934 08 | 5,303 69 | 1,854 48 | 8 | 2 | 6 | 512 | 487 |
| 9 | 42 60 | 9 15 | 110 24 | 634 70 | 548 83 | 1 | ..... | 1 | ..... | 500 |
| 10 | 2,304 77 | 64 50 | 141 42 | 3,560 69 | 561 10 | 3 | ..... | 3 | ..... | 342 |
| 11 | 96 70 | 15 07 | ..... | 688 77 | 30 34 | 2 | ..... | 2 | ..... | 300 |
| 12 | 11 81 | ..... | 268 39 | 941 88 | 194 99 | 2 | ..... | 2 | ..... | 400 |
| 13 | 420 09 | 28 10 | 390 74 | 3,010 93 | 778 46 | 5 | ..... | 5 | ..... | 445 |
| 14 | 446 35 | 11 75 | 5 50 | 1,013 60 | 454 99 | 1 | ..... | 1 | ..... | 600 |
| 15 | 95 00 | 10 35 | 220 57 | 2,745 30 | 361 13 | 6 | ..... | 6 | ..... | 433 |
| 16 | ..... | ..... | 124 68 | 749 68 | 399 03 | 1 | ..... | 1 | ..... | 600 |
| 17 | 132 20 | 11 85 | 27 73 | 540 95 | 60 44 | 1 | ..... | 1 | ..... | 425 |
| 18 | 539 40 | 46 82 | 1,216 78 | 5,589 31 | 1,292 92 | 8 | 1 | 7 | 650 | 455 |
| 19 | 347 75 | 10 00 | 52 25 | 785 00 | 45 43 | 1 | ..... | 1 | ..... | 400 |
| 20 | 13,739 65 | 920 43 | 5,288 12 | 57,617 58 | 23,587 97 | 112 | 4 | 108 | 469 | 357 |
| 21 | 142 42 | 13 75 | 1,234 11 | 5,426 98 | 1,602 32 | 13 | ..... | 13 | ..... | 270 |
| 22 | 2,905 50 | 34 83 | 618 98 | 5,322 10 | 224 43 | 5 | ..... | 5 | ..... | 383 |
| 23 | 743 40 | 220 32 | 1,032 01 | 7,945 42 | 2,030 77 | 16 | ..... | 16 | ..... | 331 |
| 24 | 82 20 | 17 50 | 96 45 | 1,346 15 | 48 90 | 2 | ..... | 2 | ..... | 575 |
| 25 | 566 04 | 53 89 | 946 29 | 5,764 70 | 4,472 60 | 12 | 1 | 11 | 550 | 357 |
| 26 | 83 25 | 219 59 | 560 97 | 3,541 31 | 1,020 73 | 6 | ..... | 6 | ..... | 475 |
| 27 | 7,699 16 | 713 23 | 4,039 82 | 30,937 91 | 5,258 25 | 54 | 3 | 51 | 433 | 356 |
| | 36,559 37 | 3,280 75 | 28,872 55 | 203,542 88 | 59,430 06 | 368 | 17 | 351 | 498 | 378 |
| 1 | ..... | 40 00 | 1,192 77 | 2,632 77 | 1,292 81 | 6 | ..... | 6 | ..... | 233 |
| 2 | 15,623 33 | 178 83 | 1,060 92 | 18,463 40 | 2,184 84 | 8 | ..... | 8 | ..... | 200 |
| 3 | 867 54 | 79 14 | 779 03 | 4,033 65 | 3,768 45 | 7 | ..... | 7 | ..... | 328 |
| 4 | 21,151 93 | 590 84 | 2,549 87 | 31,318 64 | 12,173 67 | 12 | ..... | 12 | ..... | 625 |
| 5 | 2,188 67 | 279 78 | 1,769 00 | 7,447 45 | 750 45 | 9 | ..... | 9 | ..... | 300 |
| 6 | 8,329 94 | 1,355 69 | 4,582 86 | 21,978 49 | 8,309 95 | 38 | ..... | 38 | ..... | 205 |
| 7 | 552 06 | 168 18 | 4,647 40 | 10,458 34 | 1,599 52 | 13 | 1 | 12 | 900 | 317 |
| 8 | 5,304 30 | 1,004 51 | 3,966 04 | 16,874 85 | 594 70 | 23 | ..... | 23 | ..... | 306 |
| 9 | 275 00 | ..... | 636 58 | 1,911 58 | 62 01 | 3 | ..... | 3 | ..... | 333 |
| 10 | 13,809 15 | 1,016 98 | 60,760 54 | 149,871 67 | ..... | 177 | 42 | 135 | 650 | 364 |
| 11 | 858 95 | ..... | 4,337 12 | 11,691 07 | 335 73 | 19 | 1 | 18 | 850 | 303 |
| 12 | 2,182 64 | 73 00 | 9,812 82 | 17,218 21 | 360 46 | 8 | ..... | 8 | ..... | 644 |
| 13 | ..... | 7 15 | 2,315 55 | 4,572 70 | 218 89 | 9 | ..... | 9 | ..... | 250 |
| 14 | 981 13 | 83 18 | 1,014 64 | 3,422 70 | 281 82 | 5 | ..... | 5 | ..... | 275 |
| 15 | 2,026 65 | ..... | 2,578 29 | 7,004 94 | 328 12 | 8 | ..... | 8 | ..... | 300 |
| 16 | 1,138 89 | ..... | 93,090 22 | 131,366 59 | ..... | 124 | 25 | 99 | 415 | 286 |
| 17 | 670 76 | 685 38 | 31,757 17 | 38,188 31 | 165 92 | 19 | ..... | 19 | ..... | 267 |
| 18 | 79 40 | 20 00 | 174 37 | 1,238 77 | 21 94 | 2 | ..... | 2 | ..... | 485 |
| | 76,040 34 | 5,582 66 | 227,025 19 | 479,694 13 | 32,449 28 | 490 | 69 | 421 | 571 | 320 |

## ROMAN CATHOLIC

### I. TABLE F—FINANCIAL

| Towns | Number of Schools | Receipts | | | | Ex- |
|---|---|---|---|---|---|---|
| | | Legislative Grants | Municipal Grants and Assessments | Balances, subscribed and other sources | Total amount received | Teachers' Salaries |
| | | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 Alexandria | 2 | 207 00 | 4,728 78 | 963 91 | 5,899 69 | 2,325 00 |
| 2 Almonte | 1 | 96 00 | 978 95 | 700 00 | 1,774 95 | 1,075 00 |
| 3 Amherstburg | 2 | 307 00 | 2,422 27 | 1,982 51 | 4,711 78 | 1,810 00 |
| 4 Arnprior | 2 | 225 00 | 3,351 50 | 483 10 | 4,059 60 | 2,420 00 |
| 5 Barrie | 1 | 97 00 | 2,332 84 | 224 95 | 2,654 79 | 915 00 |
| 6 Berlin | 1 | 343 00 | 8,171 70 | 5,649 90 | 14,164 60 | 4,370 00 |
| 7 Blind River | 1 | 270 61 | 3,000 00 | 1,629 00 | 4,899 61 | 1,820 00 |
| 8 Bonfield | 1 | 233 99 | 1,229 80 | 744 43 | 2,208 22 | 915 00 |
| 9 Brockville | 1 | 215 00 | 3,389 06 | 5 63 | 3,609 69 | 2,400 00 |
| 10 Cache Bay | 1 | 234 61 | 1,060 00 | 32 74 | 1,327 35 | 810 00 |
| 11 Chelmsford | 1 | 221 86 | 1,340 47 | 938 45 | 2,500 78 | 1,010 00 |
| 12 Cobalt | 1 | 366 61 | 8,411 00 | 853 00 | 9,630 61 | 4,767 25 |
| 13 Cobourg | 1 | 171 00 | 1,600 00 | 8 38 | 1,779 38 | 1,200 00 |
| 14 Collingwood | 1 | 82 00 | 1,500 00 | 62 99 | 1,644 99 | 1,002 00 |
| 15 Cornwall | 3 | 418 50 | 6,362 00 | 792 41 | 7,572 91 | 5,617 49 |
| 16 Dundas | 1 | 64 00 | 861 30 | 532 17 | 1,457 47 | 600 00 |
| 17 Fort Frances | 1 | 173 11 | 944 23 | 1,513 07 | 2,630 41 | 800 00 |
| 18 Galt | 1 | 56 00 | 969 68 | 295 21 | 1,320 89 | 525 00 |
| 19 Goderich | 1 | 51 00 | 636 49 | 36 35 | 723 84 | 500 00 |
| 20 Haileybury | 2 | 289 61 | 3,400 00 | 11,499 97 | 15,189 58 | 2,577 94 |
| 21 Hawkesbury | 2 | 432 50 | 6,494 37 | 588 55 | 7,515 42 | 4,320 00 |
| 22 Ingersoll | 1 | 93 00 | 999 00 | 5 58 | 1,097 58 | 630 00 |
| 23 Kearney | 1 | 119 61 | 400 00 | 483 64 | 1,003 25 | 400 00 |
| 24 Keewatin | 1 | 119 11 | 762 46 | 90 73 | 972 30 | 450 00 |
| 25 Kenora | 2 | 176 61 | 3,300 00 | 567 45 | 4,044 06 | 1,505 00 |
| 26 Lindsay | 2 | 243 00 | 4,109 92 | 318 95 | 4,671 87 | 2,968 00 |
| 27 Massey | 1 | 167 11 | 748 50 | 420 04 | 1,335 65 | 769 25 |
| 28 Mattawa | 1 | 895 23 | 2,902 80 | 2,359 09 | 6,157 12 | 1,606 65 |
| 29 Mount Forest | 1 | 44 00 | 807 79 | 316 74 | 1,168 53 | 500 00 |
| 30 New Liskeard | 1 | ..... | ..... | 450 00 | 450 00 | 400 00 |
| 31 Newmarket | 1 | 54 00 | 565 42 | 353 27 | 972 69 | 500 00 |
| 32 North Bay | 2 | 632 61 | 9,036 16 | ..... | 9,668 77 | 4,976 00 |
| 33 Oakville | 1 | 57 00 | 440 45 | 11 24 | 508 69 | 430 00 |
| 34 Orillia | 1 | 116 00 | 2,674 63 | 2,240 85 | 5,031 48 | 900 00 |
| 35 Oshawa | 1 | 48 00 | 972 00 | 66 00 | 1,086 00 | 475 00 |
| 36 Owen Sound | 1 | 98 00 | 1,523 67 | 1,282 57 | 2,904 24 | 1,375 00 |
| 37 Paris | 1 | 41 00 | 567 41 | 814 14 | 1,422 55 | 400 00 |
| 38 Parkhill | 1 | 38 00 | 459 66 | 47 97 | 545 63 | 440 00 |
| 39 Pembroke | 1 | 275 00 | 5,035 50 | 567 94 | 5,878 44 | 2,948 00 |
| 40 Perth | 1 | 154 00 | 1,348 10 | 236 64 | 1,738 74 | 1,330 00 |
| 41 Picton | 1 | 42 00 | 551 35 | 1,283 51 | 1,876 86 | 450 00 |
| 42 Prescott | 1 | 106 00 | 1,843 23 | 2,515 49 | 4,464 72 | 1,300 00 |
| 43 Preston | 1 | 86 00 | 1,373 66 | 545 82 | 2,005 48 | 960 00 |
| 44 Rainy River | 1 | 122 61 | 1,102 92 | 617 19 | 1,842 72 | 795 00 |
| 45 Renfrew | 1 | 155 00 | 2,641 53 | 2,439 16 | 5,235 69 | 2,150 00 |
| 46 Rockland | 2 | 256 00 | 4,722 88 | ..... | 4,978 88 | 3,350 00 |
| 47 St. Mary's | 1 | 43 50 | 604 40 | 743 02 | 1,390 92 | 670 00 |
| 48 Sandwich | 1 | 115 00 | 1,961 60 | 4,413 51 | 6,490 11 | 1,583 50 |
| 49 Sarnia | 2 | 195 00 | 2,775 88 | 2,181 95 | 5,152 83 | 1,400 00 |
| 50 Sault Ste. Marie | 2 | 364 61 | 4,904 21 | 3,327 81 | 8,596 63 | 2,280 00 |

## SEPARATE SCHOOLS—Continued

### STATEMENT, TEACHERS, ETC.—Continued

| | penditure | | | | | Teachers | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Sites and building school houses | Libraries, maps, apparatus, prizes and school books | All other purposes | Total amount expended | Balances | Number of Teachers | Male | Female | Average salary, male | Average salary, female |
| | $ c. | $ c. | $ c. | $ c. | $ c. | | | | $ | $ |
| 1 | 634 43 | ..... | 1,688 64 | 4,648 07 | 1,251 62 | 10 | ..... | 10 | ..... | 225 |
| 2 | 185 00 | 5 00 | 226 50 | 1,491 50 | 283 45 | 3 | ..... | 3 | ..... | 367 |
| 3 | 1,532 06 | 108 05 | 1,035 85 | 4,485 96 | 225 82 | 8 | ..... | 8 | ..... | 226 |
| 4 | 914 52 | ..... | 725 08 | 4,059 60 | ..... | 8 | ..... | 8 | ..... | 325 |
| 5 | 1,092 17 | 51 59 | 561 78 | 2,620 54 | 34 25 | 4 | ..... | 4 | ..... | 225 |
| 6 | 7,848 74 | 223 71 | 741 92 | 13,184 37 | 980 23 | 12 | ..... | 12 | ..... | 364 |
| 7 | 929 45 | 48 82 | 576 68 | 3,374 95 | 1,524 66 | 6 | ..... | 6 | ..... | 308 |
| 8 | 245 60 | 21 10 | 32 90 | 1,214 60 | 993 62 | 2 | 1 | 1 | 550 | 350 |
| 9 | ..... | 27 70 | 1,181 99 | 3,609 69 | ..... | 8 | ..... | 8 | ..... | 300 |
| 10 | 278 78 | 26 48 | 134 84 | 1,250 10 | 77 25 | 2 | ..... | 2 | ..... | 412 |
| 11 | 6 45 | 1,000 00 | 461 79 | 2,478 24 | 22 54 | 4 | ..... | 4 | ..... | 350 |
| 12 | 1,172 25 | 170 53 | 2,112 60 | 8,222 63 | 1,407 98 | 9 | ..... | 9 | ..... | 533 |
| 13 | 50 00 | 32 50 | 383 95 | 1,666 45 | 112 93 | 4 | ..... | 4 | ..... | 300 |
| 14 | 95 57 | 34 00 | 506 55 | 1,638 12 | 6 87 | 2 | ..... | 2 | ..... | 540 |
| 15 | 50 00 | ..... | 1,905 42 | 7,572 91 | ..... | 17 | 1 | 16 | 900 | 363 |
| 16 | 46 85 | 39 26 | 241 31 | 927 42 | 530 05 | 3 | ..... | 3 | ..... | 200 |
| 17 | 1,191 73 | 12 78 | 189 78 | 2,194 29 | 436 12 | 2 | ..... | 2 | ..... | 550 |
| 18 | 182 47 | ..... | 436 65 | 1,144 12 | 176 77 | 1 | ..... | 1 | ..... | 525 |
| 19 | 65 54 | 7 39 | 137 20 | 710 13 | 13 71 | 2 | ..... | 2 | ..... | 250 |
| 20 | 8,529 08 | ..... | 2,571 87 | 13,678 89 | 1,510 69 | 6 | ..... | 6 | ..... | 517 |
| 21 | 1,915 38 | 69 52 | 983 81 | 7,288 71 | 226 71 | 16 | ..... | 16 | ..... | 219 |
| 22 | 70 50 | 28 00 | 289 38 | 1,017 88 | 79 70 | 2 | ..... | 2 | ..... | 315 |
| 23 | 401 66 | 86 43 | 84 52 | 972 61 | 30 64 | 1 | ..... | 1 | ..... | 400 |
| 24 | 221 19 | 12 50 | 152 90 | 836 59 | 135 71 | 1 | ..... | 1 | ..... | 500 |
| 25 | 600 54 | 75 00 | 975 51 | 3,156 05 | 888 01 | 6 | ..... | 6 | ..... | 242 |
| 26 | 514 28 | 2 10 | 1,187 49 | 4,671 87 | ..... | 7 | 1 | 6 | 850 | 350 |
| 27 | 290 25 | ..... | 169 48 | 1,228 98 | 106 67 | 2 | ..... | 2 | ..... | 425 |
| 28 | 3,393 58 | 131 89 | 854 06 | 5,986 18 | 170 94 | 6 | ..... | 6 | ..... | 308 |
| 29 | 200 00 | 16 50 | 154 18 | 870 68 | 297 85 | 2 | ..... | 2 | ..... | 250 |
| 30 | ..... | ..... | 50 00 | 450 00 | ..... | 1 | ..... | 1 | ..... | 400 |
| 31 | ..... | ..... | 104 00 | 604 00 | 368 69 | 1 | ..... | 1 | ..... | 500 |
| 32 | 1,862 25 | 89 56 | 2,321 94 | 9,249 75 | 419 02 | 11 | ..... | 11 | ..... | 439 |
| 33 | 8 34 | ..... | 43 85 | 482 19 | 26 50 | 1 | ..... | 1 | ..... | 400 |
| 34 | 823 05 | 80 14 | 654 56 | 2,457 75 | 2,573 73 | 4 | ..... | 4 | ..... | 225 |
| 35 | 490 00 | ..... | 110 00 | 1,075 00 | 11 00 | 2 | ..... | 2 | ..... | 250 |
| 36 | 343 80 | ..... | 965 42 | 2,684 22 | 220 02 | 3 | ..... | 3 | ..... | 458 |
| 37 | 557 50 | 9 50 | 105 20 | 1,072 20 | 350 35 | 2 | ..... | 2 | ..... | 200 |
| 38 | ..... | ..... | 52 86 | 492 86 | 52 77 | 1 | ..... | 1 | ..... | 425 |
| 39 | 1,006 37 | 47 66 | 849 44 | 4,851 47 | 1,026 97 | 9 | ..... | 9 | ..... | 326 |
| 40 | 115 00 | ..... | 257 11 | 1,702 11 | 36 63 | 4 | ..... | 4 | ..... | 300 |
| 41 | 30 91 | 6 15 | 40 40 | 799 46 | 1,077 40 | 1 | ..... | 1 | ..... | 425 |
| 42 | ..... | 23 40 | 1,506 94 | 2,830 34 | 1,634 38 | 4 | ..... | 4 | ..... | 325 |
| 43 | ..... | ..... | 244 40 | 1,204 40 | 801 08 | 2 | ..... | 2 | ..... | 488 |
| 44 | 611 66 | ..... | 261 00 | 1,667 66 | 175 06 | 2 | ..... | 2 | ..... | 400 |
| 45 | ..... | ..... | 1,867 38 | 4,017 38 | 1,218 31 | 6 | ..... | 6 | ..... | 358 |
| 46 | 679 43 | 125 00 | 824 45 | 4,978 88 | ..... | 14 | ..... | 14 | ..... | 264 |
| 47 | 18 90 | 41 68 | 244 09 | 974 67 | 416 25 | 1 | ..... | 1 | ..... | 550 |
| 48 | 3,067 14 | 55 40 | 981 25 | 5,687 29 | 802 82 | 5 | ..... | 5 | ..... | 300 |
| 49 | 500 00 | 8 00 | 614 71 | 2,522 71 | 2,630 12 | 6 | ..... | 6 | ..... | 233 |
| 50 | 2,693 08 | 45 00 | 1,030 51 | 6,048 59 | 2,548 04 | 6 | ..... | 6 | ..... | 442 |

## ROMAN CATHOLIC

### I. TABLE F—FINANCIAL

| Towns—Concluded | Number of Schools | Receipts: Legislative Grants | Receipts: Municipal Grants and Assessments | Receipts: Balances, subscribed and other sources | Receipts: Total amount received | Ex-: Teachers' Salaries |
|---|---|---|---|---|---|---|
| | | $ c. | $ c. | $ c. | $ c. | $ c. |
| 51 Seaforth | 1 | 45 00 | 740 95 | 83 24 | 869 19 | 650 50 |
| 52 Steelton | 1 | 273 61 | 4,314 00 | 3,039 15 | 7,626 76 | 2,893 00 |
| 53 Sturgeon Falls | 1 | 280 61 | 4,560 00 | 2,683 77 | 7,524 38 | 2,700 00 |
| 54 Sudbury | 2 | 398 61 | 6,924 52 | 110 80 | 7,433 93 | 4,037 67 |
| 55 Thorold | 1 | 77 50 | 750 64 | 929 54 | 1,757 68 | 715 00 |
| 56 Tilbury | 1 | 143 76 | 1,695 70 | 1,316 22 | 3,155 68 | 900 00 |
| 57 Trenton | 1 | 96 00 | 1,436 49 | 633 31 | 2,165 80 | 800 00 |
| 58 Vankleek Hill | 1 | 75 00 | 1,230 00 | 691 89 | 1,996 89 | 1,000 00 |
| 59 Walkerton | 1 | 100 00 | 1,230 79 | 81 40 | 1,412 19 | 800 00 |
| 60 Walkerville | 1 | 63 00 | 686 58 | 512 33 | 1,261 91 | 900 00 |
| 61 Wallaceburg | 1 | 201 00 | 2,393 97 | 1,847 56 | 4,442 53 | 1,075 00 |
| 62 Waterloo | 1 | 114 00 | 2,300 00 | 68 67 | 2,482 67 | 800 00 |
| 63 Whitby | 1 | 54 00 | 200 00 | 525 03 | 779 03 | 400 00 |
| Totals | 77 | 11,334 49 | 150,783 21 | 70,759 93 | 232,877 63 | 97,392 25 |
| Totals | | | | | | |
| 1 Rural Schools | 293 | 31,319 96 | 155,717 96 | 75,935 02 | 262,972 94 | 134,830 21 |
| 2 Cities | 107 | 15,482 22 | 357,320 20 | 139,340 99 | 512,143 41 | 171,045 94 |
| 3 Towns | 77 | 11,334 49 | 150,783 21 | 70,759 93 | 232,877 63 | 97,392 25 |
| 4 Villages | 18 | 952 20 | 14,394 23 | 5,956 74 | 21,303 17 | 10,382 00 |
| 5 Grand Totals, 1911 | 495 | 59,088 87 | 678,215 60 | 291,992 68 | 1,029,297 15 | 413,650 40 |
| 6 Grand Totals, 1910 | 484 | 52,992 63 | 604,578 99 | 553,977 08 | 1,211,548 70 | 371,337 51 |
| 7 Increases | 11 | 6,096 24 | 73,636 61 | ..... | ..... | 42,312 89 |
| 8 Decreases | .... | ..... | ..... | 261,984 40 | 182,251 55 | ..... |
| 9 Percentages | .... | 5.74 | 65.89 | 28.36 | ..... | 46.07 |

Cost per pupil, enrolled attendance: Rural Schools, $12.65; Cities, $18.53

## SEPARATE SCHOOLS—Continued

### STATEMENT, TEACHERS, ETC.—Concluded

| | penditure | | | | | Teachers | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Sites and building school houses | Libraries, maps, apparatus, prizes and school books | All other purposes | Total amount expended | Balances | Number of Teachers | Male | Female | Average salary, male | Average salary, female |
| | $ c. | $ c. | $ c. | $ c. | $ c. | | | | $ | $ |
| 51 | 45 00 | ..... | 114 07 | 809 57 | 59 62 | 1 | ..... | 1 | ..... | 500 |
| 52 | 2,378 89 | 26 65 | 617 52 | 5,916 06 | 1,710 70 | 6 | 1 | 5 | 900 | 430 |
| 53 | 734 95 | 51 53 | 3,982 55 | 7,469 03 | 55 35 | 8 | ..... | 8 | ..... | 359 |
| 54 | 493 07 | 27 73 | 2,006 08 | 6,564 55 | 869 38 | 10 | ..... | 10 | ..... | 385 |
| 55 | ..... | 73 78 | 403 21 | 1,191 99 | 565 69 | 3 | ..... | 3 | ..... | 240 |
| 56 | 300 94 | 116 73 | 171 15 | 1,488 82 | 1,666 86 | 4 | ..... | 4 | ..... | 225 |
| 57 | 262 74 | ..... | 608 57 | 1,671 31 | 494 49 | 3 | ..... | 3 | ..... | 333 |
| 58 | ..... | 26 17 | 250 00 | 1,276 17 | 720 72 | 5 | ..... | 5 | ..... | 200 |
| 59 | 114 81 | ..... | 337 24 | 1,252 05 | 160 14 | 4 | ..... | 4 | ..... | 200 |
| 60 | 63 50 | ..... | 235 68 | 1,199 18 | 62 73 | 2 | ..... | 2 | ..... | 250 |
| 61 | 520 92 | 115 87 | 549 00 | 2,260 79 | 2,181 74 | 4 | ..... | 4 | ..... | 268 |
| 62 | 650 00 | 38 50 | 909 05 | 2,397 55 | 85 12 | 4 | ..... | 4 | ..... | 200 |
| 63 | 278 61 | ..... | 70 80 | 749 41 | 29 62 | 1 | ..... | 1 | ..... | 400 |
| | 51,580 93 | 3,239 30 | 44,089 06 | 196,301 54 | 36,576 09 | * 297 | 4 | 293 | 800 | 328 |
| 1 | 36,559 37 | 3,280 75 | 28,872 55 | 203,542 88 | 59,430 06 | 368 | 17 | 351 | 498 | 378 |
| 2 | 76,040 34 | 5,582 66 | 227,025 19 | 479,694 13 | 32,449 28 | 490 | 69 | 421 | 571 | 320 |
| 3 | 51,580 93 | 3,239 30 | 44,089 06 | 196,301 54 | 36,576 09 | 297 | 4 | 293 | 800 | 328 |
| 4 | 4,422 74 | 402 47 | 3,144 55 | 18,351 76 | 2,951 41 | 38 | ..... | 38 | ..... | 301 |
| 5 | 168,603 38 | 12,505 18 | 303,131 35 | 897,890 31 | 131,406 84 | 1,193 | 90 | 1,103 | 568 | 340 |
| 6 | 523,486 84 | 16,494 32 | 193,161 22 | 1,104,479 89 | 107,068 81 | 1,149 | 75 | 1,074 | 490 | 325 |
| 7 | ..... | ..... | 109,970 13 | ..... | 24,338 03 | 44 | 15 | 29 | 78 | 15 |
| 8 | 354,883 46 | 3,989 14 | ..... | 206,589 58 | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | 18.77 | 1.39 | 33.76 | ..... | ..... | ..... | 7.54 | 92.45 | ..... | ..... |

Towns, $12.52; Villages, $10.40; Province, $15.11.

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

| Rural Schools | Number of Pupils | Boys | Girls | Average daily attendance | Percentage of average to total attendance | Read- | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | First Reader, Part I, or Primer | First Reader, Part II, or 1st Book | Second Book | Third Book |
| 1 Bruce | 731 | 393 | 338 | 487 | 67 | 126 | 95 | 169 | 191 |
| 2 Carleton | 924 | 457 | 467 | 491 | 53 | 283 | 187 | 170 | 145 |
| 3 Essex | 1,884 | 985 | 899 | 1,071 | 57 | 633 | 361 | 390 | 307 |
| 4 Frontenac | 347 | 181 | 166 | 195 | 56 | 51 | 34 | 53 | 82 |
| 5 Grey | 252 | 125 | 127 | 138 | 55 | 52 | 50 | 40 | 41 |
| 6 Hastings | 196 | 92 | 104 | 104 | 53 | 45 | 30 | 39 | 40 |
| 7 Huron | 376 | 192 | 184 | 214 | 57 | 62 | 51 | 61 | 64 |
| 8 Kent | 402 | 191 | 211 | 209 | 52 | 122 | 72 | 75 | 71 |
| 9 Lambton | 41 | 20 | 21 | 26 | 63 | 5 | 5 | 4 | 15 |
| 10 Lanark | 88 | 43 | 45 | 50 | 57 | 16 | 7 | 18 | 17 |
| 11 Leeds and Grenville | 33 | 19 | 14 | 12 | 36 | 6 | 5 | 7 | 6 |
| 12 Lennox and Addington | 57 | 28 | 29 | 29 | 51 | 9 | 6 | 11 | 8 |
| 13 Middlesex | 113 | 51 | 62 | 67 | 59 | 20 | 11 | 17 | 24 |
| 14 Norfolk | 68 | 36 | 32 | 42 | 62 | 8 | 18 | 16 | 5 |
| 15 Northumberland and Durham | 150 | 84 | 66 | 98 | 65 | 21 | 18 | 27 | 33 |
| 16 Ontario | 59 | 27 | 32 | 34 | 58 | 9 | 14 | 7 | 10 |
| 17 Peel | 22 | 14 | 8 | 15 | 68 | 4 | 3 | 6 | 3 |
| 18 Perth | 325 | 177 | 148 | 204 | 63 | 63 | 41 | 52 | 86 |
| 19 Peterborough | 43 | 30 | 13 | 24 | 56 | 12 | 2 | 11 | 8 |
| 20 Prescott and Russell | 5,499 | 2,709 | 2,790 | 3,250 | 59 | 2,257 | 1,065 | 991 | 808 |
| 21 Renfrew | 529 | 266 | 263 | 271 | 51 | 199 | 81 | 71 | 66 |
| 22 Simcoe | 235 | 124 | 111 | 136 | 58 | 94 | 23 | 45 | 42 |
| 23 Stormont, Dundas and Glengarry | 818 | 438 | 380 | 358 | 44 | 365 | 130 | 135 | 113 |
| 24 Victoria | 92 | 49 | 43 | 65 | 71 | 14 | 15 | 23 | 21 |
| 25 Waterloo | 466 | 253 | 213 | 291 | 62 | 119 | 63 | 81 | 131 |
| 26 Wellington | 172 | 89 | 83 | 86 | 50 | 20 | 25 | 34 | 47 |
| 27 Districts | 2,158 | 1,088 | 1,070 | 1,050 | 49 | 990 | 405 | 404 | 237 |
| Totals | 16,080 | 8,161 | 7,919 | 9,017 | 56.07 | 5,605 | 2,817 | 2,957 | 2,621 |
| Cities | | | | | | | | | |
| 1 Belleville | 329 | 149 | 180 | 216 | 66 | 79 | 48 | 65 | 49 |
| 2 Brantford | 427 | 206 | 221 | 287 | 67 | 185 | 58 | 44 | 82 |
| 3 Chatham | 325 | 155 | 170 | 245 | 75 | 89 | 63 | 52 | 71 |
| 4 Fort William | 655 | 350 | 305 | 423 | 65 | 205 | 145 | 156 | 83 |
| 5 Guelph | 469 | 249 | 220 | 334 | 71 | 144 | 39 | 101 | 88 |
| 6 Hamilton | 1,726 | 880 | 846 | 1,254 | 73 | 594 | 262 | 250 | 333 |
| 7 Kingston | 713 | 397 | 316 | 469 | 66 | 173 | 100 | 135 | 161 |
| 8 London | 913 | 491 | 422 | 640 | 70 | 177 | 154 | 159 | 219 |
| 9 Niagara Falls | 184 | 115 | 69 | 118 | 64 | 65 | 16 | 42 | 22 |
| 10 Ottawa | 9,848 | 4,963 | 4,885 | 5,845 | 59 | 3,210 | 1,877 | 1,825 | 1,589 |
| 11 Peterborough | 850 | 445 | 405 | 601 | 71 | 192 | 156 | 120 | 159 |
| 12 Port Arthur | 374 | 198 | 176 | 260 | 70 | 94 | 50 | 91 | 91 |
| 13 St. Catharines | 367 | 177 | 190 | 266 | 72 | 98 | 48 | 50 | 79 |
| 14 St. Thomas | 232 | 120 | 112 | 200 | 86 | 48 | 18 | 37 | 68 |
| 15 Stratford | 366 | 223 | 143 | 264 | 72 | 112 | 52 | 48 | 76 |
| 16 Toronto | 6,787 | 3,490 | 3,297 | 4,666 | 69 | 1,678 | 903 | 1,338 | 1,471 |
| 17 Windsor | 1,195 | 607 | 588 | 792 | 66 | 329 | 165 | 262 | 251 |
| 18 Woodstock | 115 | 54 | 61 | 79 | 69 | 32 | 14 | 14 | 25 |
| Totals | 25,875 | 13,269 | 12,606 | 16,959 | 65.54 | 7,504 | 4,168 | 4,789 | 4,917 |

## SEPARATE SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION, ETC.

| ing | Fourth Book | Beyond 4th Book | Art | Geography | Music | Literature | Composition | Grammar | English History | Canadian History |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 140 | 10 | 731 | 731 | 696 | 731 | 731 | 259 | 276 | 253 |
| 2 | 133 | 6 | 573 | 684 | 335 | 432 | 585 | 371 | 171 | 362 |
| 3 | 187 | 6 | 1,599 | 1,183 | 972 | 1,166 | 1,458 | 497 | 310 | 718 |
| 4 | 121 | 6 | 243 | 277 | 233 | 283 | 249 | 207 | 168 | 181 |
| 5 | 67 | 2 | 252 | 252 | 252 | 252 | 252 | 68 | 88 | 110 |
| 6 | 38 | 4 | 196 | 196 | 183 | 196 | 196 | 70 | 65 | 104 |
| 7 | 119 | 19 | 376 | 376 | 376 | 346 | 376 | 202 | 175 | 202 |
| 8 | 58 | 4 | 285 | 234 | 352 | 278 | 302 | 128 | 105 | 129 |
| 9 | 7 | 5 | 41 | 41 | 41 | 36 | 41 | 27 | 12 | 27 |
| 10 | 28 | 2 | 88 | 55 | 35 | 67 | 66 | 47 | 37 | 39 |
| 11 | 7 | 2 | 16 | 27 | ..... | 22 | 27 | 22 | 21 | 21 |
| 12 | 23 | ..... | 52 | 44 | 47 | 44 | 44 | 36 | 18 | 26 |
| 13 | 40 | 1 | 113 | 113 | 113 | 102 | 113 | 65 | 52 | 67 |
| 14 | 21 | ..... | 68 | 68 | 68 | 60 | 68 | 26 | 26 | 42 |
| 15 | 51 | ..... | 150 | 150 | 150 | 150 | 150 | 74 | 79 | 89 |
| 16 | 15 | 4 | 59 | 59 | 59 | 59 | 59 | 19 | 19 | 29 |
| 17 | 4 | 2 | 22 | 15 | 22 | 22 | 22 | 9 | 9 | 9 |
| 18 | 80 | 3 | 325 | 291 | 325 | 300 | 325 | 169 | 107 | 157 |
| 19 | 10 | ..... | 37 | 37 | ..... | 37 | 37 | 7 | 7 | 24 |
| 20 | 335 | 43 | 3,805 | 2,845 | 1,895 | 2,624 | 3,006 | 1,879 | 1,130 | 2,177 |
| 21 | 90 | 22 | 361 | 228 | 284 | 221 | 226 | 173 | 157 | 145 |
| 22 | 29 | 2 | 235 | 235 | 235 | 235 | 235 | 65 | 39 | 60 |
| 23 | 62 | 13 | 523 | 367 | 222 | 368 | 412 | 276 | 138 | 261 |
| 24 | 19 | ..... | 92 | 68 | 92 | 92 | 83 | 40 | 40 | 40 |
| 25 | 72 | ..... | 466 | 310 | 466 | 455 | 455 | 216 | 138 | 176 |
| 26 | 46 | ..... | 151 | 133 | 168 | 147 | 142 | 78 | 42 | 79 |
| 27 | 119 | 3 | 1,271 | 1,130 | 475 | 891 | 1,057 | 958 | 164 | 706 |
| | 1,921 | 159 | 12,130 | 10,149 | 8,096 | 9,616 | 10,717 | 5,988 | 3,593 | 6,233 |
| 1 | 88 | ..... | 329 | 329 | 329 | 329 | 329 | 137 | 137 | 137 |
| 2 | 58 | ..... | 427 | 427 | 427 | 242 | 427 | 140 | 140 | 140 |
| 3 | 50 | ..... | 325 | 325 | 325 | 325 | 325 | 121 | 50 | 121 |
| 4 | 66 | ..... | 655 | 305 | 655 | 305 | 305 | 149 | 66 | 149 |
| 5 | 97 | ..... | 469 | 286 | 469 | 469 | 469 | 185 | 185 | 185 |
| 6 | 189 | 98 | 1,628 | 1,726 | 1,726 | 1,132 | 1,726 | 620 | 522 | 620 |
| 7 | 144 | ..... | 713 | 713 | 713 | 713 | 713 | 144 | 144 | 305 |
| 8 | 174 | 30 | 883 | 913 | 913 | 736 | 913 | 423 | 423 | 582 |
| 9 | 39 | ..... | 184 | 184 | 184 | 184 | 184 | 39 | 61 | 103 |
| 10 | 1,138 | 209 | 9,524 | 9,179 | 9,265 | 8,271 | 8,944 | 4,074 | 2,223 | 6,136 |
| 11 | 223 | ..... | 850 | 541 | 850 | 685 | 850 | 329 | 288 | 332 |
| 12 | 48 | ..... | 374 | 280 | 374 | 280 | 280 | 139 | 139 | 139 |
| 13 | 92 | ..... | 367 | 284 | 367 | 284 | 284 | 171 | 92 | 171 |
| 14 | 61 | ..... | 232 | 232 | 232 | 232 | 232 | 129 | 129 | 129 |
| 15 | 78 | ..... | 366 | 366 | 366 | 254 | 366 | 154 | 154 | 154 |
| 16 | 1,044 | 353 | 6,787 | 4,010 | 6,691 | 6,787 | 6,787 | 2,772 | 2,772 | 4,010 |
| 17 | 188 | ..... | 1,195 | 1,195 | 1,195 | 1,195 | 1,195 | 449 | 410 | 701 |
| 18 | 30 | ..... | 115 | 115 | 115 | 83 | 115 | 55 | 30 | 69 |
| | 3,807 | 690 | 25,423 | 21,410 | 25,196 | 22,506 | 24,444 | 10,230 | 7,965 | 14,183 |

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

| Rural Schools—Concluded | Physiology and Hygiene | Nature Study | Physical Culture | Bookkeeping | Arithmetic and Mensuration | Algebra | Geometry |
|---|---|---|---|---|---|---|---|
| 1 Bruce | 731 | 731 | 731 | ..... | ..... | ..... | ..... |
| 2 Carleton | 466 | 647 | 439 | 6 | 6 | 6 | 6 |
| 3 Essex | 1,026 | 1,262 | 1,151 | 18 | 6 | 6 | 6 |
| 4 Frontenac | 217 | 189 | 294 | 2 | 6 | 6 | 6 |
| 5 Grey | 238 | 249 | 249 | 2 | 2 | 2 | 2 |
| 6 Hastings | 112 | 185 | 155 | 3 | 4 | 3 | 3 |
| 7 Huron | 376 | 376 | 376 | 15 | 19 | 18 | 18 |
| 8 Kent | 173 | 206 | 452 | 4 | 4 | 4 | 4 |
| 9 Lambton | 41 | 41 | 41 | ..... | 5 | 5 | 5 |
| 10 Lanark | 39 | 54 | 88 | 1 | 1 | 1 | 1 |
| 11 Leeds and Grenville | 22 | 30 | 33 | 3 | 2 | 2 | 2 |
| 12 Lennox and Addington | 34 | 47 | 47 | ..... | ..... | ..... | ..... |
| 13 Middlesex | 113 | 113 | 113 | ..... | 1 | 1 | 1 |
| 14 Norfolk | 68 | 68 | 68 | ..... | ..... | ..... | ..... |
| 15 Northumberland and Durham | 138 | 147 | 150 | ..... | ..... | ..... | ..... |
| 16 Ontario | 59 | 59 | 59 | 4 | 4 | 4 | 4 |
| 17 Peel | 22 | 22 | 22 | 2 | 2 | 2 | 2 |
| 18 Perth | 304 | 325 | 263 | 3 | 3 | 3 | 3 |
| 19 Peterborough | 30 | 30 | 37 | ..... | ..... | ..... | ..... |
| 20 Prescott and Russell | 2,621 | 2,400 | 2,051 | 71 | 50 | 50 | 30 |
| 21 Renfrew | 189 | 253 | 299 | 20 | 20 | 22 | 22 |
| 22 Simcoe | 99 | 235 | 235 | 3 | 2 | 2 | 2 |
| 23 Stormont, Dundas and Glengarry | 304 | 316 | 278 | 13 | 14 | 13 | 13 |
| 24 Victoria | 40 | 61 | 24 | ..... | ..... | ..... | ..... |
| 25 Waterloo | 367 | 462 | 466 | ..... | ..... | ..... | ..... |
| 26 Wellington | 124 | 162 | 168 | ..... | ..... | ..... | ..... |
| 27 Districts | 669 | 701 | 445 | 4 | 3 | 3 | 3 |
| Totals | 8,622 | 9,371 | 8,734 | 173 | 154 | 153 | 133 |
| Cities | | | | | | | |
| 1 Belleville | 329 | 329 | 329 | ..... | ..... | ..... | ..... |
| 2 Brantford | 427 | 427 | 427 | ..... | ..... | ..... | ..... |
| 3 Chatham | 325 | 325 | 325 | ..... | ..... | ..... | ..... |
| 4 Fort William | 305 | 655 | 655 | ..... | ..... | ..... | ..... |
| 5 Guelph | 469 | 469 | 469 | ..... | ..... | ..... | ..... |
| 6 Hamilton | 1,726 | 1,628 | 1,726 | 98 | 98 | ..... | ..... |
| 7 Kingston | 713 | 713 | 713 | ..... | ..... | ..... | ..... |
| 8 London | 883 | 883 | 913 | 30 | 30 | 21 | 21 |
| 9 Niagara Falls | 184 | 184 | 184 | ..... | ..... | ..... | ..... |
| 10 Ottawa | 8,191 | 9,121 | 8,850 | 434 | 256 | 256 | 178 |
| 11 Peterborough | 497 | 777 | 577 | ..... | ..... | ..... | ..... |
| 12 Port Arthur | 374 | 374 | 374 | ..... | ..... | ..... | ..... |
| 13 St. Catharines | 171 | 367 | 367 | ..... | ..... | ..... | ..... |
| 14 St. Thomas | 232 | 232 | 232 | ..... | ..... | ..... | ..... |
| 15 Stratford | 366 | 366 | 366 | ..... | ..... | ..... | ..... |
| 16 Toronto | 4,010 | 6,787 | 6,787 | 280 | 353 | 238 | 238 |
| 17 Windsor | 1,195 | 1,195 | 1,195 | ..... | ..... | ..... | ..... |
| 18 Woodstock | 115 | 115 | 115 | ..... | ..... | ..... | ..... |
| **Totals** | 20,512 | 24,947 | 24,604 | 842 | 737 | 515 | 437 |

## SEPARATE SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

| | Latin | French (beyond 4th Book) | French (Primer to 4th Book inclusive) | German (beyond 4th Book) | German (Primer to 4th Book inclusive) | Elementary Science | Commercial Subjects | Agriculture | Manual Training | Household Science | Maps, Globes and Prizes: Number of Maps | Maps, Globes and Prizes: Number of Globes | Maps, Globes and Prizes: Number of Schools giving Prizes | Number of Trees planted on Arbor Day |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | .... | ..... | ..... | ..... | 290 | ..... | ..... | ..... | ..... | ..... | 101 | 11 | 3 | 64 |
| 2 | .... | 6 | 597 | ..... | ..... | 6 | ..... | 17 | ..... | 70 | 126 | 15 | 6 | 28 |
| 3 | 3 | ..... | 1,404 | ..... | ..... | 3 | 3 | 62 | 82 | 62 | 254 | 31 | 7 | 28 |
| 4 | .... | ..... | ..... | ..... | ..... | ..... | 2 | ..... | ..... | ..... | 97 | 9 | 5 | 6 |
| 5 | .... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 77 | 6 | 4 | 5 |
| 6 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 53 | 6 | 2 | 4 |
| 7 | .... | ..... | ..... | ..... | ..... | 17 | ..... | 4 | ..... | ..... | 108 | 10 | 1 | 9 |
| 8 | .... | ..... | 269 | ..... | ..... | 2 | ..... | 2 | ..... | ..... | 95 | 8 | 2 | 2 |
| 9 | .... | ..... | ..... | ..... | ..... | 5 | ..... | ..... | ..... | ..... | 17 | 2 | 1 | .... |
| 10 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20 | 1 | 1 | 2 |
| 11 | 2 | 2 | ..... | ..... | ..... | ..... | 2 | ..... | ..... | ..... | 12 | 2 | 1 | 2 |
| 12 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20 | 3 | 1 | .... |
| 13 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 51 | 5 | 1 | .... |
| 14 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 1 | 1 | .... |
| 15 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 23 | ..... | ..... | 45 | 6 | 2 | .... |
| 16 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 1 | ..... | .... |
| 17 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 1 | ..... | .... |
| 18 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 79 | 6 | 1 | 1 |
| 19 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 7 | ..... | 1 | .... |
| 20 | 20 | 43 | 5,456 | ..... | ..... | 50 | 40 | 237 | ..... | ..... | 527 | 80 | 39 | 147 |
| 21 | 7 | 7 | 40 | 2 | ..... | 20 | 20 | 14 | ..... | ..... | 95 | 8 | 3 | 7 |
| 22 | .... | ..... | 183 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 30 | 3 | 1 | 2 |
| 23 | .... | 14 | 202 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 94 | 11 | 1 | 21 |
| 24 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 2 | ..... | .... |
| 25 | .... | ..... | ..... | ..... | 284 | ..... | ..... | ..... | ..... | ..... | 86 | 8 | 5 | .... |
| 26 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 44 | 6 | 2 | .... |
| 27 | .... | 3 | 1,995 | ..... | ..... | 3 | ..... | ..... | ..... | ..... | 195 | 38 | 16 | .... |
| | 32 | 76 | 10,146 | 2 | 574 | 106 | 67 | 359 | 82 | 132 | 2,274 | 280 | 107 | 328 |
| 1 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20 | 3 | ..... | .... |
| 2 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 4 | ..... | .... |
| 3 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20 | 6 | 1 | .... |
| 4 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 1 | 2 | .... |
| 5 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 26 | 3 | ..... | .... |
| 6 | 32 | 54 | ..... | ..... | ..... | ..... | 98 | ..... | ..... | ..... | 103 | 22 | 1 | .... |
| 7 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 38 | 11 | 1 | .... |
| 8 | 21 | ..... | ..... | ..... | ..... | ..... | 30 | ..... | ..... | ..... | 77 | 14 | 8 | .... |
| 9 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 2 | ..... | .... |
| 10 | 55 | 65 | 5,806 | ..... | ..... | 208 | 256 | 30 | 421 | 1,601 | 450 | 60 | 21 | .... |
| 11 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 56 | 6 | ..... | .... |
| 12 | .... | ..... | 374 | ..... | ..... | ..... | ..... | ..... | 20 | 20 | 10 | 1 | ..... | .... |
| 13 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 28 | 3 | ..... | .... |
| 14 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 27 | 34 | 24 | 2 | 1 | .... |
| 15 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 46 | 32 | 25 | 2 | ..... | .... |
| 16 | 238 | 353 | 175 | 3 | ..... | 238 | 280 | ..... | ..... | ..... | 192 | 27 | ..... | .... |
| 17 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 44 | 2 | ..... | .... |
| 18 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 11 | 2 | 1 | .... |
| | 346 | 472 | 6,355 | 3 | ..... | 446 | 664 | 30 | 514 | 1,687 | 1,156 | 171 | 36 | .... |

## ROMAN CATHOLIC

### II. TABLE G—ATTENDANCE, PUPILS IN THE

| Towns | Number of Pupils | Boys | Girls | Average daily attendance | Percentage of average to total attendance | Read- | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | First Reader, Part I. or Primer | First Reader, Part II. or 1st Book | Second Book | Third Book |
| 1 Alexandria | 598 | 297 | 301 | 348 | 58 | 222 | 99 | 107 | 94 |
| 2 Almonte | 123 | 65 | 58 | 79 | 64 | 35 | 24 | 16 | 26 |
| 3 Amherstburg | 335 | 144 | 191 | 223 | 67 | 108 | 37 | 64 | 46 |
| 4 Arnprior | 424 | 229 | 195 | 277 | 65 | 139 | 63 | 63 | 98 |
| 5 Barrie | 140 | 74 | 66 | 99 | 71 | 34 | 14 | 32 | 32 |
| 6 Berlin | 674 | 353 | 321 | 469 | 70 | 129 | 120 | 158 | 99 |
| 7 Blind River | 301 | 153 | 148 | 228 | 76 | 96 | 66 | 67 | 41 |
| 8 Bonfield | 141 | 71 | 70 | 84 | 60 | 86 | 14 | 18 | 16 |
| 9 Brockville | 313 | 156 | 157 | 241 | 77 | 61 | 38 | 78 | 65 |
| 10 Cache Bay | 147 | 77 | 70 | 73 | 50 | 103 | 19 | 18 | 5 |
| 11 Chelmsford | 190 | 93 | 97 | 116 | 61 | 46 | 26 | 66 | 29 |
| 12 Cobalt | 497 | 271 | 226 | 244 | 49 | 263 | 76 | 104 | 40 |
| 13 Cobourg | 184 | 90 | 94 | 127 | 69 | 46 | 25 | 26 | 40 |
| 14 Collingwood | 102 | 50 | 52 | 75 | 73 | 23 | 16 | 18 | 23 |
| 15 Cornwall | 1,027 | 524 | 503 | 677 | 66 | 365 | 199 | 176 | 167 |
| 16 Dundas | 130 | 74 | 56 | 89 | 68 | 33 | 17 | 33 | 24 |
| 17 Fort Frances | 80 | 51 | 29 | 43 | 54 | 27 | 17 | 19 | 6 |
| 18 Galt | 76 | 38 | 38 | 59 | 78 | 20 | 10 | 17 | 16 |
| 19 Goderich | 85 | 36 | 49 | 63 | 74 | 19 | 13 | 13 | 13 |
| 20 Haileybury | 342 | 164 | 178 | 191 | 56 | 144 | 58 | 61 | 46 |
| 21 Hawkesbury | 1,015 | 481 | 534 | 649 | 64 | 225 | 248 | 329 | 134 |
| 22 Ingersoll | 85 | 49 | 36 | 78 | 92 | 17 | 16 | 12 | 23 |
| 23 Kearney | 43 | 20 | 23 | 26 | 60 | 9 | 7 | 5 | 10 |
| 24 Keewatin | 36 | 20 | 16 | 19 | 53 | 18 | 6 | 2 | 7 |
| 25 Kenora | 240 | 119 | 121 | 138 | 57 | 57 | 92 | 49 | 30 |
| 26 Lindsay | 304 | 151 | 153 | 222 | 73 | 57 | 35 | 61 | 59 |
| 27 Massey | 100 | 55 | 45 | 53 | 53 | 39 | 30 | 11 | 10 |
| 28 Mattawa | 338 | 172 | 166 | 180 | 53 | 108 | 92 | 47 | 46 |
| 29 Mount Forest | 64 | 33 | 31 | 48 | 75 | 9 | 15 | 10 | 12 |
| 30 New Liskeard | 32 | 10 | 22 | 19 | 59 | 10 | 6 | 3 | 7 |
| 31 Newmarket | 58 | 36 | 22 | 41 | 71 | 20 | 4 | 6 | 11 |
| 32 North Bay | 581 | 292 | 289 | 412 | 71 | 140 | 128 | 143 | 93 |
| 33 Oakville | 47 | 19 | 28 | 31 | 66 | 3 | 7 | 8 | 19 |
| 34 Orillia | 216 | 118 | 98 | 157 | 73 | 29 | 34 | 53 | 48 |
| 35 Oshawa | 99 | 46 | 53 | 66 | 67 | 24 | 13 | 21 | 17 |
| 36 Owen Sound | 152 | 80 | 72 | 116 | 76 | 53 | 28 | 28 | 13 |
| 37 Paris | 65 | 29 | 36 | 37 | 57 | 18 | 9 | 6 | 16 |
| 38 Parkhill | 46 | 25 | 21 | 29 | 63 | 9 | 6 | 6 | 6 |
| 39 Pembroke | 512 | 246 | 266 | 324 | 63 | 196 | 64 | 120 | 80 |
| 40 Perth | 246 | 130 | 116 | 196 | 80 | 73 | 28 | 35 | 55 |
| 41 Picton | 49 | 23 | 26 | 27 | 55 | 11 | 3 | 12 | 14 |
| 42 Prescott | 156 | 70 | 86 | 127 | 81 | 15 | 28 | 36 | 32 |
| 43 Preston | 135 | 77 | 58 | 98 | 73 | 46 | 12 | 20 | 26 |
| 44 Rainy River | 108 | 50 | 58 | 53 | 49 | 42 | 18 | 25 | 11 |
| 45 Renfrew | 344 | 196 | 148 | 204 | 59 | 125 | 48 | 54 | 64 |
| 46 Rockland | 781 | 387 | 394 | 585 | 75 | 340 | 193 | 167 | 44 |
| 47 St. Mary's | 64 | 27 | 37 | 44 | 69 | 21 | 6 | 4 | 18 |
| 48 Sandwich | 257 | 128 | 129 | 170 | 66 | 85 | 59 | 52 | 40 |
| 49 Sarnia | 307 | 140 | 167 | 232 | 76 | 79 | 69 | 61 | 48 |
| 50 Sault Ste. Marie | 370 | 170 | 200 | 196 | 53 | 60 | 114 | 78 | 58 |
| 51 Seaforth | 58 | 32 | 27 | 41 | 69 | 14 | 5 | 7 | 16 |
| 52 Steelton | 337 | 174 | 163 | 182 | 54 | 105 | 89 | 67 | 26 |

## SEPARATE SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

| ing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Fourth Book | Beyond 4th Book | Art | Geography | Music | Literature | Composition | Grammar | English History | Canadian History |
| 1 | 76 | ..... | 598 | 376 | 598 | 598 | 598 | 170 | 277 | 277 |
| 2 | 22 | ..... | 123 | 64 | ..... | 74 | 64 | 48 | 48 | 48 |
| 3 | 59 | 21 | 335 | 335 | 335 | 335 | 335 | 126 | 126 | 190 |
| 4 | 61 | ..... | 424 | 285 | 424 | 222 | 285 | 104 | 61 | 159 |
| 5 | 28 | ..... | 140 | 140 | 140 | 140 | 140 | 60 | 60 | 60 |
| 6 | 168 | ..... | 674 | 674 | 674 | 424 | 674 | 267 | 168 | 267 |
| 7 | 31 | ..... | 301 | 301 | 301 | 205 | 301 | 30 | 72 | 205 |
| 8 | 7 | ..... | 84 | 84 | ..... | 17 | 55 | 36 | 17 | 99 |
| 9 | 71 | ..... | 252 | 214 | 214 | 214 | 214 | 136 | 136 | 136 |
| 10 | 2 | ..... | 44 | 25 | ..... | 2 | 44 | 7 | 2 | 7 |
| 11 | 23 | ..... | 190 | 190 | 190 | 118 | 118 | 118 | 13 | 190 |
| 12 | 14 | ..... | 497 | 497 | 497 | 497 | 497 | 14 | 497 | 497 |
| 13 | 47 | ..... | 184 | 184 | 184 | 184 | 184 | 47 | 87 | 87 |
| 14 | 22 | ..... | 102 | 102 | 102 | 102 | 102 | 45 | 45 | 45 |
| 15 | 120 | ..... | 1,027 | 1,027 | 1,027 | 1,027 | 1,027 | 388 | 467 | 467 |
| 16 | 23 | ..... | 130 | 130 | 130 | 97 | 130 | 57 | 23 | 80 |
| 17 | 11 | ..... | 80 | 53 | 80 | 53 | 53 | 17 | ..... | 17 |
| 18 | 13 | ..... | 76 | 76 | 76 | 56 | 76 | 29 | 13 | 29 |
| 19 | 27 | ..... | 85 | 85 | 85 | 85 | 85 | 40 | 27 | 40 |
| 20 | 33 | ..... | 342 | 342 | 342 | 342 | 342 | 140 | 52 | 140 |
| 21 | 56 | 23 | 1,015 | 790 | 1,015 | 790 | 1,015 | 542 | 79 | 542 |
| 22 | 17 | ..... | 85 | 85 | 85 | 68 | 85 | 40 | 40 | 52 |
| 23 | 10 | 2 | 43 | 25 | ..... | 20 | 25 | 25 | 20 | 25 |
| 24 | 3 | ..... | 12 | 10 | ..... | 4 | 4 | 10 | ..... | 10 |
| 25 | 12 | ..... | 240 | 240 | 240 | 146 | 146 | 146 | 146 | 240 |
| 26 | 92 | ..... | 291 | 212 | 304 | 226 | 226 | 92 | 92 | 151 |
| 27 | 10 | ..... | 100 | 50 | ..... | 50 | 40 | 30 | 20 | 20 |
| 28 | 37 | 8 | 138 | 138 | 338 | 138 | 138 | 109 | 45 | 138 |
| 29 | 18 | ..... | 64 | 64 | 64 | 64 | 64 | 64 | 18 | 30 |
| 30 | 6 | ..... | 18 | 12 | ..... | 13 | 13 | 13 | 11 | 11 |
| 31 | 17 | ..... | 58 | 58 | 58 | 58 | 58 | 58 | 34 | 34 |
| 32 | 77 | ..... | 581 | 313 | 581 | 441 | 441 | 138 | 77 | 138 |
| 33 | 10 | ..... | 47 | 37 | 47 | 37 | 37 | 37 | 10 | 29 |
| 34 | 52 | ..... | 216 | 216 | 216 | 216 | 216 | 100 | 100 | 100 |
| 35 | 24 | ..... | 99 | 99 | 99 | 99 | 99 | 41 | 24 | 41 |
| 36 | 30 | ..... | 152 | 152 | 152 | 152 | 152 | 30 | 30 | 43 |
| 37 | 16 | ..... | 65 | 65 | 65 | 65 | 65 | 32 | 32 | 38 |
| 38 | 19 | ..... | 46 | 46 | 46 | 46 | 46 | 25 | 25 | 25 |
| 39 | 52 | ..... | 512 | 512 | 512 | 512 | 512 | 52 | 132 | 252 |
| 40 | 55 | ..... | 246 | 246 | 246 | 246 | 246 | 55 | 110 | 145 |
| 41 | 9 | ..... | 49 | 49 | 49 | 49 | 49 | 23 | 23 | 23 |
| 42 | 45 | ..... | 156 | 113 | 156 | 156 | 156 | 45 | 45 | 77 |
| 43 | 31 | ..... | 135 | 135 | 135 | 89 | 135 | 57 | 31 | 57 |
| 44 | 12 | ..... | 48 | 48 | ..... | 23 | 48 | 23 | 12 | 12 |
| 45 | 53 | ..... | 344 | 219 | 344 | 219 | 344 | 117 | 171 | 171 |
| 46 | 37 | ..... | 781 | 781 | 781 | 111 | 278 | 278 | 37 | 278 |
| 47 | 15 | ..... | 64 | 64 | 64 | 43 | 64 | 33 | 33 | 33 |
| 48 | 21 | ..... | 172 | 172 | ..... | 172 | 172 | 61 | 21 | 113 |
| 49 | 50 | ..... | 307 | 307 | 307 | 307 | 307 | 98 | 50 | 98 |
| 50 | 60 | ..... | ..... | 370 | ..... | 370 | 370 | 118 | 118 | 118 |
| 51 | 17 | ..... | 59 | 59 | 59 | 45 | 59 | 33 | 17 | 33 |
| 52 | 50 | ..... | 337 | 232 | 189 | 232 | 337 | 65 | 168 | 168 |

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

| Towns—Continued | Physiology and Hygiene | Nature Study | Physical Culture | Bookkeeping | Arithmetic and Mensuration | Algebra | Geometry |
|---|---|---|---|---|---|---|---|
| 1 Alexandria | 598 | 598 | ..... | ..... | ..... | ..... | ..... |
| 2 Almonte | 48 | 64 | 123 | ..... | ..... | ..... | ..... |
| 3 Amherstburg | 335 | 314 | 335 | 41 | 21 | 20 | 20 |
| 4 Arnprior | 285 | 344 | 424 | ..... | ..... | ..... | ..... |
| 5 Barrie | 140 | 140 | 140 | ..... | ..... | ..... | ..... |
| 6 Berlin | 674 | 674 | 674 | ..... | ..... | ..... | ..... |
| 7 Blind River | 301 | 301 | 301 | ..... | ..... | ..... | ..... |
| 8 Bonfield | 141 | 23 | ..... | ..... | ..... | ..... | ..... |
| 9 Brockville | 214 | 313 | 313 | ..... | ..... | ..... | ..... |
| 10 Cache Bay | 7 | 44 | ..... | ..... | ..... | ..... | ..... |
| 11 Chelmsford | 68 | 190 | 190 | 13 | 55 | ..... | ..... |
| 12 Cobalt | 497 | 497 | ..... | ..... | ..... | ..... | ..... |
| 13 Cobourg | 87 | 184 | 184 | ..... | ..... | ..... | ..... |
| 14 Collingwood | 102 | 102 | 102 | ..... | ..... | ..... | ..... |
| 15 Cornwall | 1,027 | 1,027 | 1,027 | ..... | ..... | ..... | ..... |
| 16 Dundas | 130 | 130 | 130 | ..... | ..... | ..... | ..... |
| 17 Fort Frances | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 Galt | 76 | 76 | 76 | ..... | ..... | ..... | ..... |
| 19 Goderich | 85 | 85 | 85 | ..... | ..... | ..... | ..... |
| 20 Haileybury | 342 | 342 | 342 | ..... | ..... | ..... | ..... |
| 21 Hawkesbury | 542 | 1,015 | 1,015 | 542 | 23 | 23 | 23 |
| 22 Ingersoll | 85 | 85 | 85 | ..... | ..... | ..... | ..... |
| 23 Kearney | 20 | 25 | ..... | 1 | 2 | 2 | 2 |
| 24 Keewatin | ..... | 10 | 20 | ..... | ..... | ..... | ..... |
| 25 Kenora | 240 | 240 | 240 | ..... | ..... | ..... | ..... |
| 26 Lindsay | 151 | 304 | 304 | ..... | ..... | ..... | ..... |
| 27 Massey | 30 | 30 | 100 | ..... | ..... | ..... | ..... |
| 28 Mattawa | 138 | 138 | 338 | 20 | 8 | 8 | 8 |
| 29 Mount Forest | 40 | 64 | 64 | ..... | ..... | ..... | ..... |
| 30 New Liskeard | 11 | 11 | 32 | ..... | ..... | ..... | ..... |
| 31 Newmarket | 58 | 58 | 58 | ..... | ..... | ..... | ..... |
| 32 North Bay | 441 | 581 | 581 | ..... | ..... | ..... | ..... |
| 33 Oakville | 37 | 37 | 47 | ..... | ..... | ..... | ..... |
| 34 Orillia | 153 | 216 | 216 | ..... | ..... | ..... | ..... |
| 35 Oshawa | 99 | 99 | 99 | ..... | ..... | ..... | ..... |
| 36 Owen Sound | 152 | 152 | 152 | ..... | ..... | ..... | ..... |
| 37 Paris | 65 | 65 | 65 | 6 | ..... | ..... | ..... |
| 38 Parkhill | 46 | 46 | 46 | ..... | ..... | ..... | ..... |
| 39 Pembroke | 316 | 316 | 512 | ..... | ..... | ..... | ..... |
| 40 Perth | 246 | 246 | 246 | ..... | ..... | ..... | ..... |
| 41 Picton | 49 | 49 | 49 | ..... | ..... | ..... | ..... |
| 42 Prescott | 113 | 156 | 156 | ..... | ..... | ..... | ..... |
| 43 Preston | 135 | 135 | 135 | ..... | ..... | ..... | ..... |
| 44 Rainy River | 108 | 108 | ..... | ..... | ..... | ..... | ..... |
| 45 Renfrew | 171 | 344 | 344 | ..... | ..... | ..... | ..... |
| 46 Rockland | 781 | 781 | 781 | ..... | ..... | ..... | ..... |
| 47 St. Mary's | 64 | 64 | 64 | ..... | ..... | ..... | ..... |
| 48 Sandwich | 113 | 257 | 257 | ..... | ..... | ..... | ..... |
| 49 Sarnia | 307 | 307 | 307 | 50 | ..... | ..... | ..... |
| 50 Sault Ste. Marie | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 51 Seaforth | 59 | 59 | 59 | ..... | ..... | ..... | ..... |
| 52 Steelton | 337 | 337 | 158 | ..... | ..... | ..... | ..... |

## SEPARATE SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

| | Latin | French (beyond 4th Book) | French (Primer to 4th Book inclusive) | German (beyond 4th Book) | German (Primer to 4th Book inclusive) | Elementary Science | Commercial Subjects | Agriculture | Manual Training | Household Science | Maps, Globes and Prizes: Number of Maps | Maps, Globes and Prizes: Number of Globes | Maps, Globes and Prizes: Number of Schools giving Prizes | Number of Trees planted on Arbor Day |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 1 | ..... | ..... |
| 2 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 8 | 1 | ..... | ..... |
| 3 | .... | 21 | 314 | .... | ..... | 21 | 2 | ..... | ..... | ..... | 15 | 4 | 1 | 2 |
| 4 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 1 | ..... | ..... |
| 5 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 18 | 4 | ..... | ..... |
| 6 | .... | .... | ..... | .... | 674 | ..... | ..... | ..... | 91 | 77 | 34 | 2 | ..... | ..... |
| 7 | .... | .... | 251 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 1 | ..... | ..... |
| 8 | .... | .... | 124 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 11 | 1 | 1 | ..... |
| 9 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 3 | ..... | ..... |
| 10 | .... | .... | 147 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 7 | 2 | 1 | ..... |
| 11 | .... | .... | 186 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 2 | 1 | 12 |
| 12 | .... | .... | 407 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 7 | 2 | 1 | ..... |
| 13 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 1 | ..... | ..... |
| 14 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | 24 | ..... | 19 | 2 | 1 | ..... |
| 15 | .... | .... | 328 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 20 | 1 | ..... | ..... |
| 16 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 2 | ..... | ..... |
| 17 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 1 | 2 | ..... |
| 18 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 1 | 1 | ..... |
| 19 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 17 | 2 | ..... | ..... |
| 20 | .... | .... | 170 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... |
| 21 | .... | 23 | 926 | .... | ..... | 23 | ..... | ..... | 324 | ..... | 25 | 8 | ..... | ..... |
| 22 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 1 | 1 | ..... |
| 23 | .... | .... | ..... | .... | ..... | 1 | ..... | ..... | ..... | ..... | 7 | 1 | ..... | ..... |
| 24 | .... | .... | 17 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 1 | 1 | ..... |
| 25 | .... | .... | 240 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 17 | 3 | 1 | ..... |
| 26 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 28 | 2 | ..... | ..... |
| 27 | .... | .... | 75 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 1 | 1 | ..... |
| 28 | 8 | 8 | 174 | .... | ..... | 8 | ..... | ..... | ..... | ..... | 12 | 2 | ..... | ..... |
| 29 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 1 | ..... | ..... |
| 30 | .... | .... | 12 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... |
| 31 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 1 | ..... | ..... |
| 32 | .... | .... | 173 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 25 | 1 | 1 | 10 |
| 33 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 1 | 1 | ..... |
| 34 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 17 | 3 | ..... | ..... |
| 35 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 1 | ..... | ..... |
| 36 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 1 | ..... | ..... |
| 37 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 1 | 1 | ..... |
| 38 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 8 | 1 | ..... | ..... |
| 39 | .... | .... | 72 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 26 | 4 | 1 | ..... |
| 40 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 1 | ..... | ..... |
| 41 | .... | .... | ..... | .... | ..... | ..... | ..... | 35 | ..... | ..... | 9 | 1 | ..... | ..... |
| 42 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 1 | ..... | ..... |
| 43 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 1 | 1 | ..... |
| 44 | .... | .... | 64 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 1 | 1 | ..... |
| 45 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 2 | ..... | ..... |
| 46 | .... | .... | 781 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 20 | 9 | 2 | ..... |
| 47 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 8 | 1 | ..... | ..... |
| 48 | .... | .... | 254 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 2 | 1 | ..... |
| 49 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 3 | 1 | ..... |
| 50 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 1 | ..... | ..... |
| 51 | .... | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 1 | ..... | ..... |
| 52 | .... | .... | 214 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 1 | ..... | ..... |

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

| Towns—Continued | Number of Pupils | Boys | Girls | Average daily attendance | Percentage of average to total attendance | Read- | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | First Reader, Part I, or Primer | First Reader, Part II, or 1st Book | Second Book | Third Book |
| 53 Sturgeon Falls | 401 | 179 | 222 | 268 | 67 | 173 | 72 | 59 | 62 |
| 54 Sudbury | 563 | 282 | 281 | 318 | 56 | 258 | 84 | 91 | 61 |
| 55 Thorold | 113 | 59 | 54 | 84 | 74 | 17 | 17 | 17 | 18 |
| 56 Tilbury | 237 | 108 | 129 | 132 | 56 | 86 | 34 | 47 | 40 |
| 57 Trenton | 146 | 69 | 77 | 106 | 72 | 47 | 14 | 20 | 31 |
| 58 Vankleek Hill | 234 | 94 | 140 | 131 | 56 | 68 | 40 | 41 | 44 |
| 59 Walkerton | 175 | 90 | 85 | 131 | 75 | 26 | 25 | 40 | 34 |
| 60 Walkerville | 129 | 62 | 67 | 85 | 66 | 44 | 15 | 31 | 27 |
| 61 Wallaceburg | 296 | 143 | 153 | 178 | 60 | 85 | 58 | 47 | 54 |
| 62 Waterloo | 180 | 94 | 86 | 140 | 78 | 33 | 24 | 43 | 41 |
| 63 Whitby | 48 | 26 | 22 | 28 | 58 | 11 | 7 | 5 | 10 |
| Totals | 15,677 | 7,821 | 7,856 | 10,206 | 65.10 | 4,904 | 2,853 | 3,133 | 2,441 |
| Totals | | | | | | | | | |
| 1 Rural Schools | 16,080 | 8,161 | 7,919 | 9,017 | 56.07 | 5,605 | 2,817 | 2,957 | 2,621 |
| 2 Cities | 25,875 | 13,269 | 12,606 | 16,959 | 65.54 | 7,504 | 4,168 | 4,789 | 4,917 |
| 3 Towns | 15,677 | 7,821 | 7,856 | 10,206 | 65.10 | 4,904 | 2,853 | 3,133 | 2,441 |
| 4 Villages | 1,764 | 880 | 884 | 1,128 | 63.94 | 531 | 297 | 342 | 301 |
| 5 Grand Totals, 1911 | 59,396 | 30,131 | 29,265 | 37,310 | 62.81 | 18,544 | 10,135 | 11,221 | 10,280 |
| 6 Grand Totals, 1910 | 57,263 | 29,108 | 28,155 | 36,381 | 63.53 | 18,058 | 9,168 | 10,900 | 9,827 |
| 7 Increases | 2,133 | 1,023 | 1,110 | 929 | ..... | 486 | 967 | 321 | 453 |
| 8 Decreases | ..... | ..... | ..... | ..... | .72 | ..... | ..... | ..... | ..... |
| 9 Percentages | ..... | 50.72 | 49.27 | 62.81 | ..... | 31.22 | 17.06 | 18.89 | 17.30 |

## SEPARATE SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

| ing | Fourth Book | Beyond 4th Book | Art | Geography | Music | Literature | Composition | Grammar | English History | Canadian History |
|---|---|---|---|---|---|---|---|---|---|---|
| 53 | 35 | ..... | 401 | 318 | ..... | 318 | 318 | 35 | 35 | 35 |
| 54 | 69 | ..... | 563 | 305 | 563 | 305 | 563 | 130 | 130 | 221 |
| 55 | 44 | ..... | 113 | 79 | 113 | 113 | 113 | 62 | 62 | 62 |
| 56 | 18 | 12 | 237 | 237 | ..... | 151 | 151 | 70 | 30 | 70 |
| 57 | 34 | ..... | 146 | 146 | 146 | 146 | 146 | 34 | 34 | 65 |
| 58 | 41 | ..... | 234 | 234 | 234 | 85 | 234 | 132 | 85 | 132 |
| 59 | 50 | ..... | 175 | 175 | 175 | 175 | 175 | 84 | 50 | 84 |
| 60 | 12 | ..... | 129 | 129 | ..... | 70 | 70 | 39 | 12 | 39 |
| 61 | 35 | 17 | 296 | 296 | 296 | 296 | 296 | 106 | 106 | 153 |
| 62 | 39 | ..... | 180 | 180 | 180 | 180 | 180 | 80 | 80 | 80 |
| 63 | 15 | ..... | 48 | 48 | 48 | 48 | 48 | 15 | 25 | 25 |
| | 2,263 | 83 | 14,690 | 13,250 | 13,306 | 11,886 | 13,565 | 5,256 | 4,611 | 7,251 |
| 1 | 1,921 | 159 | 12,130 | 10,149 | 8,096 | 9,616 | 10,717 | 5,988 | 3,593 | 6,233 |
| 2 | 3,807 | 690 | 25,423 | 21,410 | 25,196 | 22,506 | 24,444 | 10,230 | 7,965 | 14,183 |
| 3 | 2,263 | 83 | 14,690 | 13,250 | 13,306 | 11,886 | 13,565 | 5,256 | 4,611 | 7,251 |
| 4 | 293 | ..... | 1,667 | 1,576 | 1,630 | 1,622 | 1,545 | 974 | 696 | 774 |
| 5 | 8,284 | 932 | 53,910 | 46,385 | 48,228 | 45,630 | 50,271 | 22,448 | 16,865 | 28,441 |
| 6 | 8,292 | 1,018 | 52,530 | 46,411 | 43,852 | 41,203 | 46,817 | 23,120 | 17,367 | 30,488 |
| 7 | ..... | ..... | 1,380 | ..... | 4,376 | 4,427 | 3,454 | ..... | ..... | ..... |
| 8 | 8 | 86 | ..... | 26 | ..... | ..... | ..... | 672 | 502 | 2,047 |
| 9 | 13.94 | 1.56 | 90.76 | 78.09 | 81.19 | 76.82 | 84.63 | 37.79 | 28.39 | 47.88 |

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

| Towns—Concluded | Physiology and Hygiene | Nature Study | Physical Culture | Bookkeeping | Arithmetic and Mensuration | Algebra | Geometry | Latin |
|---|---|---|---|---|---|---|---|---|
| 53 Sturgeon Falls | 318 | 318 | 318 | ..... | ..... | ..... | ..... | ..... |
| 54 Sudbury | 221 | 563 | 563 | ..... | ..... | ..... | ..... | ..... |
| 55 Thorold | 113 | 113 | 113 | ..... | ..... | ..... | ..... | ..... |
| 56 Tilbury | 70 | 237 | 237 | 12 | 12 | 12 | 12 | ..... |
| 57 Trenton | 146 | 146 | 146 | ..... | ..... | ..... | ..... | ..... |
| 58 Vankleek Hill | 234 | 234 | 234 | ..... | ..... | ..... | ..... | ..... |
| 59 Walkerton | 175 | 175 | 175 | ..... | ..... | ..... | ..... | ..... |
| 60 Walkerville | 129 | 129 | 129 | ..... | ..... | ..... | ..... | ..... |
| 61 Wallaceburg | 296 | 296 | 296 | 17 | 17 | 17 | 17 | 17 |
| 62 Waterloo | 180 | 180 | 180 | ..... | ..... | ..... | ..... | ..... |
| 63 Whitby | 48 | 48 | 48 | ..... | ..... | ..... | ..... | ..... |
| Totals | 12,194 | 14,222 | 13,415 | 702 | 138 | 82 | 82 | 25 |
| Totals | | | | | | | | |
| 1 Rural Schools | 8,622 | 9,371 | 8,734 | 173 | 154 | 153 | 133 | 32 |
| 2 Cities | 20,512 | 24,947 | 24,604 | 842 | 737 | 515 | 437 | 346 |
| 3 Towns | 12,194 | 14,222 | 13,415 | 702 | 138 | 82 | 82 | 25 |
| 4 Villages | 1,386 | 1,534 | 1,527 | 95 | ..... | ..... | ..... | ..... |
| 5 Grand Totals, 1911 | 42,714 | 50,074 | 48,280 | 1,812 | 1,029 | 750 | 652 | 403 |
| 6 Grand Totals, 1910 | 40,595 | 47,886 | 43,169 | 854 | 1,013 | 730 | 719 | 442 |
| 7 Increases | 2,119 | 2,188 | 5,111 | 958 | 16 | 20 | ..... | ..... |
| 8 Decreases | ..... | ..... | ..... | ..... | ..... | ..... | 67 | 39 |
| 9 Percentages | 71.91 | 84.30 | 81.28 | 3.05 | 1.73 | 1.26 | 1.09 | .67 |

## SEPARATE SCHOOLS—Concluded

### VARIOUS BRANCHES OF INSTRUCTION, ETC.—Concluded

| | French (beyond 4th Book) | French (Primer to 4th Book, inclusive) | German (beyond 4th Book) | German (Primer to 4th Book, inclusive) | Elementary Science | Commercial Subjects | Agriculture | Manual Training | Household Science | Maps, Globes and Prizes: Number of Maps | Maps, Globes and Prizes: Number of Globes | Maps, Globes and Prizes: Number of Schools giving Prizes | Number of Trees planted on Arbor Day |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 53 | ..... | 354 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 7 | ..... | 6 |
| 54 | ..... | 401 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 1 | ..... | ..... |
| 55 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 1 | ..... | ..... |
| 56 | 12 | 175 | ..... | ..... | 12 | 12 | ..... | 237 | ..... | 12 | 2 | 1 | ..... |
| 57 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 7 | 2 | ..... | ..... |
| 58 | ..... | 234 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 1 | ..... | ..... |
| 59 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 3 | 1 | ..... |
| 60 | ..... | 40 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8 | 1 | 1 | ..... |
| 61 | ..... | ..... | ..... | ..... | 17 | ..... | ..... | ..... | ..... | 10 | 2 | 1 | ..... |
| 62 | ..... | ..... | ..... | 147 | ..... | ..... | ..... | ..... | ..... | 20 | 2 | 1 | ..... |
| 63 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 1 | ..... | ..... |
| | 64 | 6,133 | ..... | 821 | 82 | 14 | 35 | 676 | 77 | 722 | 116 | 29 | 30 |
| 1 | 76 | 10,146 | 2 | 574 | 106 | 67 | 359 | 82 | 132 | 2,274 | 280 | 107 | 328 |
| 2 | 472 | 6,355 | 3 | ..... | 446 | 664 | 30 | 514 | 1,687 | 1,156 | 171 | 36 | ..... |
| 3 | 64 | 6,133 | ..... | 821 | 82 | 14 | 35 | 676 | 77 | 722 | 116 | 29 | 30 |
| 4 | ..... | 735 | ..... | ..... | ..... | ..... | ..... | 43 | 359 | 152 | 18 | 8 | 50 |
| 5 | 612 | 23,369 | 5 | 1,395 | 634 | 745 | 424 | 1,315 | 2,255 | 4,304 | 585 | 180 | 408 |
| 6 | 747 | ..... | 21 | ..... | 613 | 413 | 683 | 2,686 | 1,079 | 4,316 | 552 | 208 | 564 |
| 7 | ..... | ..... | ..... | ..... | 21 | 332 | ..... | ..... | 1,176 | ..... | 33 | ..... | ..... |
| 8 | 135 | ..... | 16 | ..... | ..... | ..... | 259 | 1,371 | ..... | 12 | ..... | 28 | 156 |
| 9 | 1.03 | 39.34 | ..... | 2.34 | 1.06 | 1.25 | .71 | 2.21 | 3.79 | *8.69 | *1.18 | 36.36 | ..... |

* To each school.

## CONTINUATION

### I. TABLE H—FINAN-

| Continuation Schools | Receipts | | | | | | Ex- |
|---|---|---|---|---|---|---|---|
| | Legislative Grants | Municipal Grants (county) | Municipal Grants (local) | School Fees | Balances and other sources | Total Receipts | Teachers' Salaries |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 Acton | 495 90 | 495 90 | 1,031 73 | 201 90 | 78 66 | 2,304 09 | 1,800 00 |
| 2 Alliston | 738 15 | 738 15 | 1,547 85 | 464 75 | ..... | 3,488 90 | 2,740 00 |
| 3 Alvinston | 546 40 | 746 40 | 671 36 | 309 00 | 19 00 | 2,292 16 | 1,840 00 |
| 4 Amherstburg | 687 45 | 987 45 | 2,086 50 | 171 40 | 633 37 | 4,566 17 | 2,580 00 |
| 5 Arkona | 209 25 | 200 00 | 208 86 | 99 00 | ..... | 717 11 | 650 00 |
| 6 Ashton | 88 70 | 88 70 | 174 00 | 18 50 | 110 40 | 480 30 | 175 00 |
| 7 Avonmore | 381 70 | 477 13 | 600 00 | 247 00 | 179 48 | 1,885 31 | 1,317 50 |
| 8 Ayr | 283 95 | 283 95 | 535 04 | 137 00 | 186 26 | 1,426 20 | 885 00 |
| 9 Bath | 292 30 | 292 30 | 675 00 | 76 00 | 3,435 71 | 4,771 31 | 940 00 |
| 10 Beaverton | 477 90 | 577 90 | 957 82 | 615 00 | 39 30 | 2,667 92 | 1,962 00 |
| 11 Beeton | 462 25 | 231 13 | 1,103 49 | 303 10 | 104 16 | 2,204 13 | 1,680 88 |
| 12 Belmont | 303 50 | 681 13 | 449 32 | 227 50 | ..... | 1,661 45 | 1,400 00 |
| 13 Blenheim | 609 50 | 609 50 | 954 57 | 157 00 | ..... | 2,330 57 | 1,870 00 |
| 14 Blind River | 986 00 | ..... | 943 00 | ..... | 10 00 | 1,939 00 | 1,700 00 |
| 15 Blyth | 303 00 | 606 00 | 29 98 | 197 85 | 6 00 | 1,142 83 | 1,000 00 |
| 16 Bothwell | 467 75 | 467 75 | 815 00 | 84 00 | ..... | 1,834 50 | 1,575 00 |
| 17 Bowesville | 165 20 | 200 00 | 350 00 | 62 00 | 124 54 | 901 74 | 800 00 |
| 18 Bracebridge | 1,620 10 | ..... | 1,042 52 | 473 00 | ..... | 3,135 62 | 2,675 00 |
| 19 Bridgeburg | 524 15 | 599 15 | 1,504 82 | ..... | ..... | 2,628 12 | 1,919 12 |
| 20 Bruce Mines | 991 80 | ..... | 865 74 | ..... | ..... | 1,857 54 | 1,658 00 |
| 21 Brussels | 598 75 | 399 17 | 733 34 | 371 00 | 686 79 | 2,789 05 | 2,112 74 |
| 22 Burk's Falls | 869 60 | ..... | 998 90 | 31 50 | 16 00 | 1,916 00 | 1,778 00 |
| 23 Burlington | 502 10 | 502 10 | 800 00 | 316 00 | 14 10 | 2,134 30 | 1,900 00 |
| 24 Cannington | 208 15 | 208 15 | 766 95 | 355 25 | 4,068 08 | 5,606 58 | 1,460 00 |
| 25 Cardinal | 232 20 | 332 20 | 721 97 | 232 00 | ..... | 1,518 37 | 1,040 00 |
| 26 Carp | 1,670 15 | 953 15 | 804 60 | 225 00 | 394 00 | 4,046 90 | 2,716 67 |
| 27 Chesterville | 603 75 | 754 70 | 1,125 00 | ..... | 9,502 03 | 11,985 48 | 2,080 00 |
| 28 Claremont | 455 10 | 555 10 | 800 00 | 101 10 | ..... | 1,911 30 | 1,418 32 |
| 29 Coldwater | 460 05 | 460 05 | 1,116 66 | 227 50 | 96 66 | 2,360 92 | 1,590 00 |
| 30 Comber | 422 25 | 551 74 | 400 00 | 194 10 | 1,226 18 | 2,794 27 | 1,365 00 |
| 31 Cookstown | 508 05 | 608 89 | 1,175 07 | 238 00 | ..... | 2,530 01 | 1,700 00 |
| 32 Crediton | 222 70 | 279 60 | 361 82 | 150 75 | ..... | 1,014 87 | 511 00 |
| 33 Creemore | 176 85 | 176 85 | 562 30 | 24 00 | ..... | 940 00 | 870 00 |
| 34 Drayton | 520 50 | 583 58 | 647 66 | 503 75 | 208 28 | 2,463 77 | 1,719 84 |
| 35 Dresden | 549 10 | 549 10 | 801 10 | 179 38 | ..... | 2,078 68 | 1,770 00 |
| 36 Drumbo | 229 80 | 279 80 | 806 22 | 80 75 | 459 80 | 1,956 37 | 840 00 |
| 37 Dundalk | 573 75 | 860 62 | 1,474 06 | 378 70 | ..... | 3,287 13 | 2,100 00 |
| 38 Durham | 648 35 | 972 53 | 204 88 | 319 95 | ..... | 2,145 71 | 1,430 00 |
| 39 Eganville R.C.S.S. | 239 60 | 469 36 | 599 17 | ..... | 658 87 | 1,967 00 | 950 00 |
| 40 Ennismore | 444 20 | 444 18 | 300 00 | 470 00 | 25 00 | 1,683 38 | 1,520 00 |
| 41 Erin | 360 40 | 435 40 | 288 92 | 141 00 | 10 00 | 1,235 72 | 890 00 |
| 42 Exeter | 782 30 | 1,564 60 | ..... | 833 45 | 300 00 | 3,480 35 | 2,940 00 |
| 43 Fenelon Falls | 301 10 | 301 10 | 400 00 | ..... | ..... | 1,002 20 | 1,000 00 |
| 44 Feversham | 207 45 | 311 17 | 439 22 | 112 00 | 150 00 | 1,219 84 | 800 00 |
| 45 Finch | 321 85 | 402 32 | 391 00 | 105 50 | ..... | 1,220 67 | 1,176 75 |

## SCHOOLS

### CIAL STATEMENT

penditure

| | Buildings, Sites and all permanent improvements | Repairs to school accommodations | Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture | School books, stationery, prizes, fuel, examinations and other expenses | Total Expenditure | Balances | Charges per year for Tuition |
|---|---|---|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | |
| 1 | 41 12 | 41 80 | 30 00 | 351 74 | 2,264 66 | 39 43 | Res. $5; others $7. |
| 2 | ..... | ..... | ..... | 748 90 | 3,488 90 | ..... | Res. $5; others $10. |
| 3 | ..... | ..... | 245 54 | 206 62 | 2,292 16 | ..... | 1st yr. free; other yrs. $10. |
| 4 | 623 58 | ..... | 74 85 | 783 34 | 4,061 77 | 504 40 | $5. |
| 5 | 17 25 | ..... | 10 86 | 39 00 | 717 11 | ..... | $10. |
| 6 | 20 00 | ..... | 32 93 | 159 17 | 387 10 | 93 20 | $5. |
| 7 | 75 00 | ..... | ..... | 86 49 | 1,478 99 | 406 32 | $14. |
| 8 | ..... | ..... | 52 50 | 27 51 | 965 01 | 461 19 | $10. |
| 9 | 208 22 | ..... | ..... | 3,372 50 | 4,520 72 | 250 59 | Res. free; others $5. |
| 10 | 238 19 | 2 55 | 100 00 | 365 18 | 2,667 92 | ..... | $10. [II and III $10. |
| 11 | 128 60 | ..... | 100 00 | 245 55 | 2,154 15 | 49 98 | Res. free; others, F. I $8, F's |
| 12 | ..... | ..... | 47 85 | 164 75 | 1,612 60 | 48 85 | $10. |
| 13 | 150 00 | 30 00 | 97 07 | 183 50 | 2,330 57 | ..... | Res. free; others $10. |
| 14 | ..... | 11 00 | 10 00 | 218 00 | 1,939 00 | ..... | Free. |
| 15 | ..... | ..... | 15 45 | 127 38 | 1,142 83 | ..... | $7.50. |
| 16 | ..... | 20 00 | 46 79 | 189 62 | 1,831 41 | 3 09 | Res. free; others $10. |
| 17 | ..... | ..... | 2 00 | 82 37 | 884 37 | 17 37 | $5. |
| 18 | ..... | ..... | 310 62 | 150 00 | 3,135 62 | ..... | $2.50 to $20. |
| 19 | 326 98 | ..... | ..... | 171 42 | 2,417 52 | 210 60 | Free. |
| 20 | ..... | ..... | 130 56 | ..... | 1,788 56 | 68 98 | Free. |
| 21 | 33 00 | ..... | 26 75 | 118 07 | 2,290 56 | 498 49 | F. I $5; F. II $7.50; F. III $10; |
| 22 | ..... | 24 00 | ..... | 114 00 | 1,916 00 | ..... | Res. free; others $5. |
| 23 | 30 00 | ..... | 45 00 | 115 00 | 2,090 00 | 44 30 | $10. |
| 24 | ..... | ..... | ..... | 90 40 | 1,550 40 | 4,056 18 | $10. |
| 25 | 218 37 | ..... | 60 00 | 200 00 | 1,518 37 | ..... | $10. |
| 26 | 52 76 | ..... | 66 75 | 416 85 | 3,253 03 | 793 87 | Res. $5; non-res. $10. |
| 27 | 8,832 13 | ..... | 92 85 | 217 09 | 11,222 07 | 763 41 | Free. |
| 28 | ..... | ..... | 74 71 | 103 73 | 1,596 76 | 314 54 | $10 for Forms II and III. |
| 29 | 70 39 | 15 80 | 155 84 | 140 59 | 1,972 62 | 388 30 | $10. |
| 30 | ..... | 10 00 | 35 45 | 48 74 | 1,459 19 | 1,335 08 | $7. |
| 31 | 66 00 | ..... | ..... | 276 17 | 2,042 17 | 487 84 | $7.50. |
| 32 | ..... | ..... | 16 14 | 128 50 | 655 64 | 359 23 | $10. |
| 33 | ..... | ..... | ..... | 70 00 | 940 00 | ..... | Res. free; others $10. |
| 34 | ..... | 147 50 | 169 00 | 408 35 | 2,444 69 | 19 08 | Res. 1st yr. free, 2nd yr. $5, Middle Sch. & all non-res. $10. |
| 35 | ..... | 308 68 | ..... | ..... | 2,078 68 | ..... | Res. F's I & II free, F. III $5, non-res. F's I & II $6, F.III $10. |
| 36 | 575 52 | ..... | 14 45 | 66 60 | 1,496 57 | 459 80 | Res. $2.50, $5, $7.50; others $2.50 extra. |
| 37 | 6 00 | ..... | 148 40 | 332 73 | 2,587 13 | 700 00 | $10. |
| 38 | ..... | ..... | 94 88 | 35 10 | 1,559 98 | 585 73 | $7.50. |
| 39 | 739 72 | ..... | 20 25 | 257 03 | 1,967 00 | ..... | Free. |
| 40 | 10 00 | 15 00 | 43 00 | 85 38 | 1,673 38 | 10 00 | $15. |
| 41 | ..... | ..... | 103 89 | 107 07 | 1,100 96 | 134 76 | Lower Sch. free; others $9. |
| 42 | ..... | ..... | 129 70 | 339 85 | 3,409 55 | 70 80 | Res. 1st yr. free; others $10. |
| 43 | ..... | ..... | ..... | ..... | 1,000 00 | 2 20 | Free. |
| 44 | 49 53 | ..... | 110 74 | 250 52 | 1,210 79 | 9 05 | $8. |
| 45 | ..... | ..... | 13 50 | 20 00 | 1,210 25 | 10 42 | $10. |

CONTINUATION

I. TABLE H—FINAN-

| Continuation Schools | Receipts | | | | | | Ex- |
|---|---|---|---|---|---|---|---|
| | Legislative Grants | Municipal Grants (county) | Municipal Grants (local) | School Fees | Balances and other sources | Total Receipts | Teachers' Salaries |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 46 Fitzroy Harbour.. | 201 10 | 301 10 | 300 00 | 23 00 | 308 48 | 1,133 68 | 717 00 |
| 47 Flesherton..... | 492 72 | 739 12 | 1,500 00 | ..... | 123 94 | 2,855 78 | 1,805 00 |
| 48 Fort Frances .... | 1,049 80 | ..... | 693 38 | ..... | 290 57 | 2,033 75 | 2,033 75 |
| 49 Gore Bay..... | 910 00 | ..... | 750 17 | 293 00 | ..... | 1,953 17 | 1,740 00 |
| 50 Grand Valley .... | 440 05 | 440 05 | 393 80 | 414 20 | ..... | 1,598 10 | 1,580 00 |
| 51 Hanover ..... | 507 00 | 760 50 | 591 01 | 193 00 | ..... | 2,051 51 | 1,671 51 |
| 52 Harrow ..... | 264 20 | 364 20 | 332 00 | 79 00 | 7 00 | 1,046 40 | 850 00 |
| 53 Havelock ..... | 496 20 | 496 20 | 1,409 94 | 64 00 | 206 20 | 2,672 54 | 1,815 69 |
| 54 Highgate ..... | 554 45 | 577 33 | 1,200 00 | 188 00 | 695 36 | 3,215 14 | 1,900 00 |
| 55 Huntsville ..... | 1,154 50 | ..... | 703 75 | 123 75 | 208 37 | 2,190 37 | 1,875 00 |
| 56 Jarvis ..... | 221 25 | 221 25 | 280 50 | 50 00 | ..... | 773 00 | 700 00 |
| 57 Jockvale..... | 234 10 | 234 10 | 520 00 | 53 00 | 59 79 | 1,100 99 | 752 50 |
| 58 Kars ..... | 211 00 | 211 00 | 300 00 | ..... | ..... | 722 00 | 700 00 |
| 59 Keewatin ..... | 642 10 | ..... | 1,880 75 | 10 00 | 250 59 | 2,783 44 | 1,920 00 |
| 60 Kenmore ..... | 246 05 | 246 05 | 300 00 | 187 00 | 422 55 | 1,401 65 | 770 00 |
| 61 Kinburn ..... | 225 85 | 225 85 | 500 00 | ..... | 690 65 | 1,642 35 | 800 00 |
| 62 Lakefield ..... | 507 00 | 507 00 | 1,500 00 | ..... | 24 00 | 2,538 00 | 1,610 00 |
| 63 Lanark ..... | 448 50 | 448 50 | 1,000 00 | 183 00 | 18 00 | 2,098 00 | 1,350 00 |
| 64 Little Current.... | 614 00 | ..... | 686 00 | ..... | ..... | 1,300 00 | 900 00 |
| 65 Lucknow ..... | 557 10 | 759 10 | 611 58 | 347 00 | ..... | 2,274 78 | 2,052 95 |
| 66 Malakoff ..... | 221 45 | 178 43 | 175 00 | ..... | 173 02 | 747 90 | 678 75 |
| 67 Manitowaning.... | 452 90 | ..... | 243 35 | 110 00 | ..... | 806 25 | 800 00 |
| 68 Manotick ..... | 228 30 | 228 30 | 350 00 | 49 00 | 300 00 | 1,155 60 | 785 00 |
| 69 Markdale ..... | 1,791 30 | 835 95 | 316 14 | 359 50 | 6,300 51 | 9,603 40 | 2,820 00 |
| 70 Maxville ..... | 242 95 | 301 68 | 72 67 | 234 00 | ..... | 851 30 | 800 00 |
| 71 Melbourne ..... | 382 45 | 582 80 | 500 00 | 150 25 | 212 83 | 1,828 33 | 1,231 06 |
| 72*Merlin..... | ..... | ..... | 217 02 | 68 00 | 1,200 00 | 1,485 02 | 331 50 |
| 73 Merrickville ..... | 434 80 | 524 80 | 772 95 | 60 00 | 80 00 | 1,872 55 | 1,500 00 |
| 74 Metcalfe..... | 238 50 | 238 50 | 462 67 | 46 00 | 167 84 | 1,153 51 | 550 00 |
| 75 Millbrook..... | 443 25 | 843 25 | 407 00 | ..... | 19 00 | 1,712 50 | 1,359 75 |
| 76 Milton..... | 491 80 | 491 80 | 2,429 24 | 179 50 | ..... | 3,592 34 | 1,660 00 |
| 77 Morewood ..... | 567 25 | 709 06 | 1,719 64 | 56 00 | 10,048 39 | 13,100 34 | 1,970 00 |
| 78 Mount Albert .... | 449 50 | 449 50 | 500 00 | 335 00 | 26 00 | 1,760 00 | 1,400 00 |
| 79 Munster ..... | 85 45 | 85 85 | 120 00 | ..... | 60 79 | 352 09 | 278 60 |
| 80 New Hamburg ... | 417 25 | 417 25 | ..... | 76 00 | 1,165 03 | 2,075 53 | 1,640 00 |
| 81 New Liskeard.... | 1,235 00 | ..... | 1,071 38 | ..... | ..... | 2,306 38 | 2,060 00 |
| 82 North Augusta ... | 374 15 | 474 15 | 551 79 | 197 00 | 9 03 | 1,606 12 | 1,273 34 |
| 83 North Gower..... | 272 75 | 272 75 | 443 96 | 141 00 | 55 22 | 1,185 68 | 900 00 |
| 84 Norwich..... | 479 00 | 629 00 | 372 16 | 198 00 | 213 62 | 1,891 78 | 1,650 00 |
| 85 Odessa ..... | 346 15 | 541 22 | 1,025 27 | 56 25 | 195 07 | 2,163 96 | 1,449 02 |
| 86 Oil Springs ..... | 458 85 | 200 00 | 1,117 36 | 80 00 | ..... | 1,856 21 | 1,600 00 |
| 87 Orono ..... | 223 75 | 473 75 | 566 36 | ..... | ..... | 1,263 86 | 800 00 |
| 88 Paisley ..... | 529 50 | 806 50 | 700 00 | 376 25 | ..... | 2,412 25 | 1,694 18 |
| 89 Pakenham ..... | 502 00 | 896 97 | 500 00 | 442 00 | 740 00 | 3,080 97 | 1,875 00 |

* Opened in September.

## SCHOOLS—Continued

### CIAL STATEMENT—Continued

penditure

| | Buildings, Sites and all permanent improvements | Repairs to school accommodations | Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture | School books, stationery, prizes, fuel, examination and other expenses | Total Expenditure | Balances | Charges per year for Tuition |
|---|---|---|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | |
| 46 | 44 66 | ..... | 75 99 | 186 57 | 1,024 22 | 109 46 | Last term $5; other terms free. |
| 47 | 155 83 | ..... | 78 33 | 348 31 | 2,387 47 | 468 31 | Free. |
| 48 | ..... | ..... | ..... | ..... | 2,033 75 | ..... | Free. |
| 49 | 6 23 | 47 73 | ..... | 159 21 | 1,953 17 | ..... | $10. |
| 50 | ..... | ..... | 18 10 | ..... | 1,598 10 | ..... | F's II and III $8. |
| 51 | ..... | ..... | ..... | 76 00 | 1,747 51 | 304 00 | Res. F. I free; all others $10. |
| 52 | 100 00 | ..... | 5 40 | 91 00 | 1,046 40 | ..... | Res. free; non-res. $10. |
| 53 | 599 34 | 21 25 | 24 79 | 209 76 | 2,670 83 | 1 71 | Res. $3; others $6. |
| 54 | 141 12 | ..... | 110 91 | 135 20 | 2,287 23 | 927 91 | Form I Lower School $4.50; others $7.50. |
| 55 | ..... | ..... | 39 85 | 126 35 | 2,041 20 | 149 17 | Res. F's I & II free; non-res, F's I & II $7.50; all F. III $10. |
| 56 | ..... | ..... | 40 00 | 33 00 | 773 00 | ..... | $7.50. |
| 57 | 160 00 | ..... | 28 91 | 143 15 | 1,084 56 | 16 43 | $5. |
| 58 | ..... | ..... | ..... | 22 00 | 722 00 | ..... | Free. |
| 59 | 366 40 | 33 10 | 165 39 | 298 55 | 2,783 44 | ..... | Res. free; others $10. |
| 60 | 35 00 | ..... | 8 65 | 345 24 | 1,158 89 | 242 76 | $10. |
| 61 | 15 13 | ..... | 8 74 | 627 12 | 1,450 99 | 191 36 | Free. |
| 62 | 200 00 | 15 00 | 175 80 | 320 88 | 2,321 68 | 216 32 | Free. |
| 63 | 81 70 | ..... | 252 72 | 110 84 | 1,795 26 | 302 74 | Res. free; others $10. |
| 64 | ..... | ..... | 267 00 | 133 00 | 1,300 00 | ..... | Free. |
| 65 | 150 00 | ..... | 25 25 | ..... | 2,228 20 | 46 58 | Res. $5; others $10. |
| 66 | ..... | 6 00 | 30 35 | 29 34 | 744 44 | 3 46 | Free. |
| 67 | ..... | ..... | 6 25 | ..... | 806 25 | ..... | $10. |
| 68 | 10 00 | ..... | 116 00 | 62 38 | 973 38 | 182 22 | $5. |
| 69 | 5,133 38 | 24 75 | 435 30 | 81 50 | 8,494 93 | 1,108 47 | $10. |
| 70 | ..... | ..... | ..... | 51 30 | 851 30 | ..... | Res. $5; others $10. |
| 71 | 214 45 | 1 50 | 44 13 | 335 63 | 1,826 77 | 1 56 | Res. free; others $10. |
| 72 | 1,072 00 | ..... | 81 52 | ..... | 1,485 02 | ..... | $10. |
| 73 | 20 61 | ..... | 55 85 | 296 09 | 1,872 55 | ..... | $5. |
| 74 | ..... | ..... | ..... | 229 29 | 779 29 | 374 22 | Res. free; others $10. |
| 75 | ..... | 29 70 | 118 47 | 174 50 | 1,682 42 | 30 08 | Free. |
| 76 | 1,100 00 | 480 00 | 139 24 | 212 38 | 3,591 62 | 0 72 | Res. who take lang. $7; others $6, or $10 with languages. |
| 77 | 10,844 50 | ..... | 20 23 | 265 61 | 13,100 34 | ..... | Res. free; others $10. |
| 78 | 60 00 | ..... | 56 61 | 216 27 | 1,732 88 | 27 12 | $10. |
| 79 | ..... | ..... | ..... | 25 47 | 304 07 | 48 02 | Free. [$7.50, F. III $10. |
| 80 | 229 71 | ..... | 84 17 | 121 65 | 2,075 53 | ..... | Res. free; others, F's I & II |
| 81 | ..... | 54 71 | 43 82 | 147 85 | 2,306 38 | ..... | Free. |
| 82 | 125 00 | 6 87 | 46 07 | 63 73 | 1,515 01 | 91 11 | Res. F. I free; others $10. |
| 83 | ..... | ..... | 186 83 | 98 85 | 1,185 68 | ..... | $7.50. |
| 84 | ..... | ..... | ..... | 116 66 | 1,766 66 | 125 12 | $10. |
| 85 | 100 00 | 10 00 | 27 90 | 577 04 | 2,163 96 | ..... | Res. free; others $5. |
| 86 | ..... | 7 50 | ..... | 248 71 | 1,856 21 | ..... | Res. & all F. I $5; others $10. |
| 87 | 10 00 | ..... | 67 30 | 71 97 | 949 27 | 314 59 | Free. |
| 88 | 29 50 | 21 00 | 108 00 | 306 89 | 2,159 57 | 252 68 | Res. F's I & II $5, III $12.50; non-res. $10 & $12.50. |
| 89 | ..... | 17 20 | 21 30 | 216 00 | 2,129 50 | 951 47 | $10. |

## CONTINUATION

### I. TABLE H—FINAN-

| Continuation Schools | Receipts | | | | | | Ex- |
|---|---|---|---|---|---|---|---|
| | Legislative Grants | Municipal Grants (county) | Municipal Grants (local) | School Fees | Balances and other sources | Total Receipts | Teachers' Salaries |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 90 Palmerston | 566 40 | 716 40 | 714 95 | ..... | 25 00 | 2,022 75 | 1,724 86 |
| 91 Parry Sound | 1,753 70 | ..... | 2,907 23 | 85 00 | ..... | 4,745 93 | 3,750 00 |
| 92 Plattsville | 264 40 | 414 40 | 300 00 | 197 50 | 300 00 | 1,476 30 | 940 00 |
| 93 Port Burwell | 429 10 | 858 20 | 503 84 | 34 00 | ..... | 1,825 14 | 1,470 00 |
| 94 Powassan | 513 60 | ..... | 469 60 | 173 00 | ..... | 1,156 20 | 863 87 |
| 95 Princeton | 252 00 | 402 00 | 367 81 | ..... | 888 66 | 1,910 47 | 851 33 |
| 96 Richard's Landing | 473 60 | ..... | 450 00 | 110 00 | 161 86 | 1,195 46 | 800 00 |
| 97 Richmond | 215 90 | 345 90 | 182 04 | 119 50 | ..... | 863 34 | 781 40 |
| 98 Ridgeway | 295 20 | 370 20 | 500 00 | ..... | 4,254 00 | 5,419 40 | 1,200 00 |
| 99 Ripley | 276 65 | 476 65 | 701 70 | 142 35 | ..... | 1,597 35 | 900 00 |
| 100 Rodney | 353 00 | 706 00 | 251 83 | ..... | 19 90 | 1,330 73 | 1,188 00 |
| 101 Russell | 240 00 | 540 00 | 300 00 | 148 50 | ..... | 1,228 50 | 785 00 |
| 102 St. George | 243 35 | 243 35 | 301 80 | 18 25 | ..... | 806 75 | 800 00 |
| 103 Schomberg | 226 90 | 226 90 | 372 82 | 57 85 | ..... | 884 47 | 725 00 |
| 104 Shelburne | 702 40 | 702 40 | 1,500 00 | 352 50 | 16 55 | 3,273 85 | 2,390 00 |
| 105 Southampton | 471 90 | 671 90 | 837 86 | 189 27 | ..... | 2,170 93 | 1,500 00 |
| 106 Spencerville | 242 65 | 342 65 | 300 00 | 210 50 | 752 77 | 1,848 57 | 1,000 00 |
| 107 Springfield | 297 70 | 595 40 | 239 93 | 94 00 | ..... | 1,227 03 | 1,000 00 |
| 108 Stayner | 467 70 | 467 70 | 693 03 | 325 75 | ..... | 1,954 18 | 1,595 00 |
| 109 Stella | 169 35 | 169 35 | ..... | 329 30 | 32 00 | 700 00 | 600 00 |
| 110 Stouffville | 558 30 | 656 30 | 465 22 | 363 00 | 18 00 | 2,060 82 | 1,794 32 |
| 111*Tara | ..... | ..... | 562 51 | 74 00 | ..... | 636 51 | 400 00 |
| 112 Tavistock | 282 25 | 432 25 | 162 45 | 93 50 | ..... | 970 45 | 940 00 |
| 113 Teeswater | 311 95 | 511 95 | 400 00 | 209 50 | 295 16 | 1,728 56 | 1,062 12 |
| 114 Thamesville | 508 50 | 508 50 | 569 87 | 105 65 | 10 00 | 1,702 52 | 1,350 00 |
| 115 Thessalon | 1,090 10 | ..... | 920 03 | ..... | ..... | 2,010 13 | 1,916 00 |
| 116 Thornbury | 415 15 | 622 73 | 722 42 | 103 50 | ..... | 1,863 80 | 1,559 20 |
| 117 Tilbury | 490 00 | 489 85 | 564 65 | 200 00 | 340 00 | 2,084 50 | 1,680 00 |
| 118 Tottenham | 356 50 | 366 00 | 700 00 | 300 00 | 224 00 | 1,946 50 | 1,600 00 |
| 119 Tweed | 489 55 | 788 75 | 400 00 | 320 00 | ..... | 1,998 30 | 1,590 00 |
| 120 Wallaceburg | 620 75 | 620 75 | 1,208 50 | 60 00 | ..... | 2,510 00 | 2,150 00 |
| 121 Warkworth | 456 00 | 856 00 | 638 51 | 414 45 | 31 00 | 2,395 96 | 1,483 32 |
| 122 Webbwood | 509 50 | ..... | 703 33 | ..... | ..... | 1,212 83 | 900 00 |
| 123 West Lorne | 304 00 | 608 00 | 500 00 | ..... | 378 58 | 1,790 58 | 1,080 00 |
| 124 Westmeath | 222 75 | 222 75 | 500 00 | 132 50 | 2 44 | 1,080 44 | 793 33 |
| 125 Westport R.C.S.S. | 148 25 | 147 05 | 400 00 | 10 00 | 157 25 | 862 55 | 500 00 |
| 126 Westport | 252 75 | 378 19 | 168 17 | 42 50 | ..... | 841 61 | 820 00 |
| 127*Wheatley | ..... | ..... | 430 34 | 42 50 | ..... | 472 84 | 280 00 |
| 128 Winchester | 540 40 | 540 40 | 1,640 43 | 58 25 | 5 95 | 2,785 43 | 1,900 00 |
| 129 Wroxeter | 274 90 | 549 00 | 170 41 | 131 20 | 2 00 | 1,127 51 | 900 00 |
| Totals, 1911 | 59,875 42 | 54,598 73 | 86,983 56 | 20,104 20 | 54,929 64 | 276,491 55 | 177,057 29 |
| Percentages | 21.65 | 19.74 | 31.46 | 7.27 | 19.86 | ..... | 70.23 |

* Opened in September.

## SCHOOLS—Continued

### CIAL STATEMENT—Concluded

| | penditure | | | | | | |
|---|---|---|---|---|---|---|---|
| | Buildings, Sites and all permanent improvements | Repairs to school accommodation | Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture | School books, stationery, prizes, fuel, examinations and other expenses | Total Expenditure | Balances | Charges per year for Tuition |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | |
| 90 | 15 15 | 5 91 | 22 30 | 254 53 | 2,022 75 | ..... | Free. |
| 91 | 508 56 | ..... | 93 27 | 394 10 | 4,745 93 | ..... | Res. free; others $10. |
| 92 | 217 45 | ..... | 12 70 | 134 95 | 1,305 10 | 171 20 | Res. $5; others $10. |
| 93 | ..... | 8 00 | 94 67 | 76 00 | 1,648 67 | 176 47 | Res. free; others $5. |
| 94 | ..... | ..... | 129 06 | 73 00 | 1,065 93 | 90 27 | Res. $10; others $15. |
| 95 | ..... | ..... | 30 00 | 140 48 | 1,021 81 | 888 66 | Res. free; others $4.50. |
| 96 | 74 00 | ..... | ..... | 96 67 | 970 67 | 224 79 | Res. $5; others $10. |
| 97 | ..... | ..... | ..... | 81 94 | 863 34 | ..... | Res. $5; others $10. |
| 98 | 4,113 50 | ..... | 32 86 | 73 04 | 5,419 40 | ..... | Free. |
| 99 | 177 33 | ..... | 50 09 | 100 60 | 1,227 42 | 369 93 | $5. |
| 100 | ..... | ..... | ..... | 142 73 | 1,330 73 | ..... | Free. |
| 101 | 51 27 | ..... | 187 40 | 140 14 | 1,163 81 | 64 69 | $10. |
| 102 | ..... | ..... | 6 75 | ..... | 806 75 | ..... | Res. free; others $2.50. [$10. |
| 103 | ..... | ..... | 55 47 | 104 00 | 884 47 | ..... | Res. F. I free; others $5; F. II |
| 104 | 201 84 | 81 35 | 85 19 | 409 08 | 3,167 46 | 106 39 | $10. |
| 105 | 286 57 | ..... | 123 65 | 260 71 | 2,170 93 | ..... | $8. |
| 106 | ..... | ..... | 6 47 | 195 46 | 1,201 93 | 646 64 | $10. |
| 107 | 51 10 | ..... | 57 33 | 118 60 | 1,227 03 | ..... | $10. |
| 108 | 16 83 | ..... | 92 73 | 249 62 | 1,954 18 | ..... | Res. $5; others $10. |
| 109 | 50 00 | ..... | 25 25 | 24 75 | 700 00 | ..... | $50 for each family represent'd. |
| 110 | ..... | ..... | 30 10 | 236 40 | 2,060 82 | ..... | $10. |
| 111 | 110 76 | ..... | 125 75 | ..... | 636 51 | ..... | $10. |
| 112 | ..... | ..... | 8 70 | 21 75 | 970 45 | ..... | Res. $5; others $10. |
| 113 | ..... | ..... | 6 32 | 123 40 | 1,191 84 | 536 72 | F. I $5; F. II $7.50; F. III $10. |
| 114 | ..... | ..... | 292 52 | 60 00 | 1,702 52 | ..... | $10. |
| 115 | 15 80 | ..... | 61 69 | 16 64 | 2,010 13 | ..... | Free. |
| 116 | 85 72 | ..... | 35 00 | 183 88 | 1,863 80 | ..... | $5. [class. |
| 117 | ..... | ..... | 100 00 | ..... | 1,780 00 | 304 50 | $10; $25 for special commercial |
| 118 | ..... | ..... | ..... | 346 50 | 1,946 50 | ..... | F. I free; others $10. |
| 119 | 100 00 | 20 00 | 45 03 | 181 00 | 1,936 03 | 62 27 | Res. $5; others $10. |
| 120 | ..... | ..... | 85 00 | 275 00 | 2,510 00 | ..... | Res. free; others $10. |
| 121 | 512 13 | ..... | 68 55 | 331 96 | 2,395 96 | ..... | $10. |
| 122 | 106 29 | ..... | 47 23 | 159 31 | 1,212 83 | ..... | Free. |
| 123 | ..... | 2 50 | ..... | 75 00 | 1,157 50 | 633 08 | Free. |
| 124 | 64 61 | ..... | 69 20 | 94 81 | 1,021 95 | 58 49 | $10. |
| 125 | ..... | 54 15 | 30 00 | 45 00 | 629 15 | 233 40 | Res. free; others $5. |
| 126 | ..... | ..... | 21 61 | ..... | 841 61 | ..... | Res. free; others $5. |
| 127 | 106 95 | ..... | 85 89 | ..... | 472 84 | ..... | $5. |
| 128 | 468 34 | ..... | ..... | 258 29 | 2,626 63 | 158 80 | Res. free; others $10. |
| 129 | 56 39 | 39 52 | 98 10 | 33 50 | 1,127 51 | ..... | Res. $5, $7.50, $10; others, $6, $8.50, $10. |
| | 40,907 51 | 1,614 07 | 8,059 37 | 24,442 34 | 252,080 58 | 24,410 97 | 45 free; 84 not free. |
| | 16.22 | .64 | 3.19 | 9.69 | ..... | ..... | 34.88 free; 65.11 not free. |

Cost, per pupil, enrolled attendance, $43.82; average attendance, $72..20

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS AND

| Continuation Schools | Pupils | | | | Number of Pupils in— | | | Number of Pupils from— | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Totals | Average Daily Attendance | Lower School | Middle School | Upper School | Municipalities composing C. S. District or School Section | Other Sections | No. of other Sections thus represented |
| 1 Acton | 18 | 31 | 49 | 33 | 24 | 25 | ..... | 34 | 15 | 5 |
| 2 Alliston | 44 | 62 | 106 | 64 | 64 | 42 | ..... | 48 | 58 | 20 |
| 3 Alvinston | 29 | 33 | 62 | 41 | 44 | 18 | ..... | 21 | 41 | 14 |
| 4 Amherstburg | 28 | 33 | 61 | 32 | 42 | 19 | ..... | 54 | 7 | 2 |
| 5 Arkona | 7 | 12 | 19 | 9 | 19 | ..... | ..... | 8 | 11 | 6 |
| 6 Ashton | 5 | 7 | 12 | 8 | 6 | 6 | ..... | 8 | 4 | 1 |
| 7 Avonmore | 25 | 20 | 45 | 22 | 31 | 14 | ..... | 18 | 27 | 7 |
| 8 Ayr | 11 | 17 | 28 | 15 | 16 | 12 | ..... | 26 | 2 | 2 |
| 9 Bath | 9 | 23 | 32 | 21 | 10 | 22 | ..... | 24 | 8 | 1 |
| 10 Beaverton | 38 | 45 | 83 | 59 | 53 | 30 | ..... | 60 | 23 | 13 |
| 11 Beeton | 18 | 22 | 40 | 35 | 28 | 12 | ..... | 25 | 15 | 4 |
| 12 Belmont | 13 | 32 | 45 | 28 | 28 | 17 | ..... | 21 | 24 | 9 |
| 13 Blenheim | 38 | 30 | 68 | 38 | 32 | 34 | 2 | 47 | 21 | 9 |
| 14 Blind River | 9 | 12 | 21 | 12 | 15 | 6 | ..... | 21 | ..... | .... |
| 15 Blyth | 15 | 23 | 38 | 24 | 20 | 18 | ..... | 14 | 24 | 10 |
| 16 Bothwell | 16 | 27 | 43 | 24 | 29 | 14 | ..... | 29 | 14 | 4 |
| 17 Bowesville | 8 | 12 | 20 | 12 | 14 | 6 | ..... | 14 | 6 | 4 |
| 18 Bracebridge | 33 | 60 | 93 | 60 | 68 | 21 | 4 | 63 | 30 | 22 |
| 19 Bridgeburg | 23 | 30 | 53 | 33 | 38 | 15 | ..... | 46 | 7 | 2 |
| 20 Bruce Mines | 13 | 27 | 40 | 24 | 22 | 18 | ..... | 35 | 5 | 4 |
| 21 Brussels | 29 | 56 | 85 | 62 | 46 | 39 | ..... | 57 | 28 | 10 |
| 22 Burk's Falls | 20 | 25 | 45 | 24 | 35 | 10 | ..... | 36 | 9 | 7 |
| 23 Burlington | 30 | 27 | 57 | 32 | 32 | 25 | ..... | 37 | 20 | 2 |
| 24 Cannington | 30 | 34 | 64 | 42 | 34 | 30 | ..... | 24 | 40 | 12 |
| 25 Cardinal | 18 | 20 | 38 | 23 | 25 | 13 | ..... | 31 | 7 | 4 |
| 26 Carp | 18 | 29 | 47 | 29 | 29 | 18 | ..... | 31 | 16 | 8 |
| 27 Chesterville | 32 | 38 | 70 | 45 | 47 | 23 | ..... | 63 | 7 | 7 |
| 28 Claremont | 12 | 9 | 21 | 13 | 17 | 4 | ..... | 11 | 10 | 7 |
| 29 Coldwater | 8 | 27 | 35 | 20 | 19 | 16 | ..... | 26 | 9 | 5 |
| 30 Comber | 10 | 21 | 31 | 18 | 6 | 10 | 15 | 25 | 6 | 3 |
| 31 Cookstown | 22 | 21 | 43 | 29 | 26 | 17 | ..... | 32 | 11 | 7 |
| 32 Crediton | 13 | 14 | 27 | 11 | 20 | 7 | ..... | 27 | ..... | .... |
| 33 Creemore | 16 | 21 | 37 | 17 | 15 | 22 | ..... | 29 | 8 | 4 |
| 34 Drayton | 40 | 70 | 110 | 65 | 62 | 48 | ..... | 43 | 67 | 29 |
| 35 Dresden | 28 | 60 | 88 | 49 | 51 | 37 | ..... | 60 | 28 | 8 |
| 36 Drumbo | 12 | 15 | 27 | 15 | 17 | 10 | ..... | 24 | 3 | 2 |
| 37 Dundalk | 29 | 33 | 62 | 40 | 46 | 16 | ..... | 31 | 31 | 16 |
| 38 Durham | 48 | 59 | 107 | 66 | 67 | 40 | ..... | 43 | 64 | 21 |
| 39 Eganville R.C.Sep.Sch. | 16 | 28 | 44 | 28 | 35 | 9 | ..... | 26 | 18 | 16 |
| 40 Ennismore | 25 | 22 | 47 | 37 | 18 | 29 | ..... | 14 | 33 | 9 |
| 41 Erin | 16 | 16 | 32 | 18 | 16 | 16 | ..... | 14 | 18 | 11 |
| 42 Exeter | 70 | 63 | 133 | 89 | 89 | 44 | ..... | 61 | 72 | 19 |
| 43 Fenelon Falls | 24 | 20 | 44 | 25 | 30 | 14 | ..... | 32 | 12 | 5 |
| 44 Feversham | 5 | 16 | 21 | 12 | 21 | ..... | ..... | 10 | 11 | 6 |
| 45 Finch | 4 | 15 | 19 | 8 | 16 | 3 | ..... | 13 | 6 | 4 |
| 46 Fitzroy Harbour | 8 | 12 | 20 | 13 | 11 | 9 | ..... | 18 | 2 | 2 |
| 47 Flesherton | 26 | 37 | 63 | 37 | 41 | 22 | ..... | 59 | 4 | 3 |
| 48 Fort Frances | 9 | 14 | 23 | 13 | 21 | 2 | ..... | 18 | 5 | 5 |
| 49 Gore Bay | 18 | 37 | 55 | 32 | 40 | 15 | ..... | 40 | 15 | 12 |
| 50 Grand Valley | 24 | 32 | 56 | 35 | 35 | 21 | ..... | 39 | 17 | 5 |
| 51 Hanover | 24 | 26 | 50 | 27 | 37 | 13 | ..... | 44 | 6 | 4 |
| 52 Harrow | 14 | 21 | 35 | 20 | 15 | 20 | ..... | 21 | 14 | 6 |
| 53 Havelock | 24 | 25 | 49 | 28 | 32 | 17 | ..... | 46 | 3 | 3 |
| 54 Highgate | 27 | 20 | 47 | 29 | 27 | 20 | ..... | 22 | 25 | 8 |
| 55 Huntsville | 25 | 47 | 72 | 50 | 56 | 16 | ..... | 58 | 14 | 7 |
| 56 Jarvis | 15 | 23 | 38 | 21 | 38 | ..... | ..... | 20 | 18 | 5 |

## SCHOOLS—Continued

### IN THE VARIOUS SUBJECTS

| Number of Pupils from Families whose Head is occupied as below— | | | | | | | | Number of Pupils in the Various Subjects | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Commerce | Agriculture | Law, Medicine or the Church | Teaching | The Trades | Labouring occupations | Other occupations | Without occupation | English Grammar | English Composition and Rhetoric | English Literature | Canadian History | British History | Ancient History | Mediæval History | Modern History | Geography | Reading | Arithmetic and Mensuration | Algebra |
| 1 | 2 | 16 | .... | .... | 14 | 4 | 13 | .... | 24 | 49 | 49 | 49 | 49 | 25 | .... | .... | 24 | 24 | 24 | 49 |
| 2 | 21 | 40 | 5 | 4 | 6 | 6 | 8 | 16 | 64 | 106 | 106 | 106 | 82 | 44 | .... | .... | 45 | 82 | 106 | 106 |
| 3 | 9 | 26 | .... | .... | 3 | 5 | 17 | 2 | 44 | 62 | 62 | 62 | 62 | 18 | .... | .... | 44 | 44 | 44 | 62 |
| 4 | 12 | 10 | 5 | 2 | 18 | 6 | 4 | 4 | 57 | 61 | 57 | 57 | 29 | 19 | .... | .... | 46 | 61 | 59 | 40 |
| 5 | ... | 12 | 4 | .... | 2 | 1 | .. | .... | 19 | 19 | 19 | 19 | 19 | .... | .... | .... | 19 | 19 | 19 | 19 |
| 6 | 1 | 8 | .... | .... | 1 | 2 | .. | .... | 6 | 12 | 12 | 12 | 12 | 6 | .... | .... | 6 | 12 | 6 | 12 |
| 7 | 8 | 30 | 1 | .... | 4 | .... | 2 | .... | 24 | 30 | 30 | 30 | 30 | 6 | .... | .... | 24 | 24 | 24 | 30 |
| 8 | 8 | 16 | .... | .... | 4 | .... | .. | .... | 16 | 28 | 28 | 16 | 16 | 12 | .... | .... | 16 | 16 | 16 | 28 |
| 9 | 8 | 7 | 4 | .... | 6 | 3 | 4 | .... | 10 | 32 | 32 | 32 | 32 | 22 | .... | .... | 10 | 32 | 10 | 32 |
| 10 | 14 | 21 | 4 | 2 | 1 | .... | 39 | 2 | 53 | 83 | 83 | 83 | 83 | 30 | .... | .... | 53 | 19 | 53 | 79 |
| 11 | 4 | 27 | 1 | .... | 3 | 3 | 2 | .... | 40 | 40 | 40 | 40 | 40 | 12 | .... | .... | 28 | 28 | 28 | 40 |
| 12 | 3 | 38 | .... | .... | .... | .... | 4 | .... | 28 | 45 | 45 | 45 | 45 | 17 | .... | .... | 28 | 28 | 28 | 45 |
| 13 | 11 | 36 | 3 | .... | 8 | 6 | 4 | .... | 61 | 63 | 63 | 61 | 63 | 30 | 2 | .... | 32 | 32 | 61 | 63 |
| 14 | 3 | 1 | .... | .... | 15 | 2 | .. | .... | 17 | 21 | 21 | 21 | 21 | 6 | .... | .... | 15 | 21 | 17 | 21 |
| 15 | 3 | 23 | 2 | .... | 4 | 2 | 2 | 2 | 20 | 38 | 38 | 38 | 38 | 18 | .... | .... | 20 | 20 | 20 | 38 |
| 16 | 8 | 15 | 4 | .... | 4 | 2 | 9 | 1 | 29 | 29 | 43 | 43 | 43 | 14 | .... | .... | 29 | 43 | 29 | 43 |
| 17 | ... | 16 | .... | 2 | 2 | .... | .. | .... | 14 | 20 | 20 | 20 | 20 | 6 | .... | .... | 14 | 14 | 14 | 20 |
| 18 | 6 | 18 | 2 | .... | 22 | 27 | 18 | .... | 68 | 93 | 93 | 89 | 93 | 21 | 4 | 3 | 68 | 68 | 68 | 93 |
| 19 | 6 | 2 | 1 | .... | 37 | 3 | 4 | .... | 38 | 53 | 53 | 53 | 53 | 15 | .... | .... | 38 | 38 | 38 | 53 |
| 20 | 4 | 30 | .... | .... | .... | 5 | 1 | .... | 40 | 40 | 40 | 40 | 40 | 18 | .... | .... | 22 | 22 | 40 | 40 |
| 21 | 2 | 39 | 11 | 1 | 8 | 9 | 7 | 8 | 46 | 85 | 85 | 85 | 85 | 39 | .... | .... | 46 | 46 | 46 | 85 |
| 22 | 5 | 12 | .... | .... | 25 | 2 | 1 | .... | 35 | 45 | 45 | 45 | 45 | 10 | .... | .... | 35 | 35 | 35 | 45 |
| 23 | 13 | 31 | 6 | .... | 2 | 3 | 2 | .... | 32 | 57 | 57 | 57 | 57 | 25 | .... | .... | 32 | 32 | 32 | 57 |
| 24 | 7 | 30 | 1 | 1 | 6 | 4 | 15 | .... | 64 | 64 | 64 | 64 | 64 | 30 | .... | .... | 64 | 64 | 64 | 64 |
| 25 | ... | 14 | 3 | .... | 2 | 16 | 3 | .... | 25 | 38 | 38 | 38 | 38 | 13 | .... | .... | 25 | 25 | 25 | 38 |
| 26 | ... | 34 | 6 | .... | .... | 1 | 6 | .... | 32 | 47 | 47 | 47 | 47 | 18 | .... | .... | 29 | 47 | 29 | 47 |
| 27 | 12 | 28 | 3 | .... | 14 | .... | 12 | 1 | 47 | 70 | 70 | 70 | 70 | 23 | .... | .... | 47 | 70 | 47 | 70 |
| 28 | ... | 14 | .... | .... | .... | .... | 7 | .... | 17 | 21 | 21 | 21 | 21 | 4 | .... | .... | 17 | 17 | 17 | 21 |
| 29 | 14 | 10 | 2 | .... | 2 | 3 | 4 | .... | 19 | 19 | 19 | 16 | 35 | 16 | .... | .... | 19 | 19 | 19 | 35 |
| 30 | 4 | 13 | 1 | .... | 8 | 1 | 4 | .... | 31 | 31 | 31 | 30 | 30 | 15 | .... | .... | 16 | 16 | 31 | 31 |
| 31 | 4 | 22 | .... | .... | 5 | 4 | 3 | 5 | 32 | 43 | 43 | 43 | 43 | 17 | .... | .... | 33 | 34 | 34 | 43 |
| 32 | 3 | 22 | 1 | 1 | .... | .... | .. | .... | 27 | 27 | 27 | 27 | 27 | 7 | .... | .... | 20 | 20 | 20 | 27 |
| 33 | 7 | 11 | 4 | 1 | 4 | 5 | 3 | 2 | 37 | 37 | 37 | 37 | 37 | 22 | .... | .... | 37 | 37 | 37 | 37 |
| 34 | 13 | 72 | 3 | 1 | 9 | 2 | 8 | 2 | 110 | 110 | 110 | 110 | 110 | 48 | .... | .... | 62 | 110 | 110 | 110 |
| 35 | 15 | 33 | 5 | 1 | 20 | 2 | 12 | .... | 88 | 88 | 88 | 88 | 88 | 37 | .... | .... | 59 | 59 | 88 | 88 |
| 36 | 1 | 10 | 1 | .... | 4 | 5 | 6 | .... | 17 | 27 | 27 | 27 | 27 | 10 | .... | .... | 17 | 17 | 17 | 27 |
| 37 | 10 | 34 | 3 | 1 | 5 | 2 | 7 | .... | 46 | 62 | 62 | 62 | 62 | 16 | .... | .... | 46 | 46 | 46 | 62 |
| 38 | 17 | 61 | 6 | 1 | 8 | 10 | 4 | .... | 67 | 107 | 107 | 107 | 107 | 40 | .... | .... | 67 | 67 | 67 | 107 |
| 39 | 7 | 18 | 2 | .... | 9 | 2 | 6 | .... | 44 | 44 | 44 | 44 | 44 | 9 | .... | .... | 44 | 44 | 44 | 44 |
| 40 | ... | 43 | 1 | .... | 2 | 1 | .. | .... | 18 | 46 | 46 | 46 | 46 | 28 | .... | .... | 18 | 18 | 18 | 46 |
| 41 | 1 | 17 | 4 | 1 | 1 | 3 | 1 | 4 | 18 | 24 | 24 | 24 | 24 | 16 | .... | .... | 18 | 24 | 18 | 24 |
| 42 | 22 | 59 | 2 | 2 | 21 | 8 | 19 | .... | 85 | 133 | 133 | 129 | 73 | 44 | .... | .... | 85 | 89 | 89 | 129 |
| 43 | 8 | 12 | 1 | .... | 4 | 15 | 4 | .... | 44 | 44 | 44 | 44 | 44 | 14 | .... | .... | 30 | 44 | 44 | 44 |
| 44 | 1 | 16 | .... | .... | 2 | 2 | .. | .... | 21 | 21 | 21 | 21 | 21 | .... | .... | .... | 21 | 21 | 21 | 21 |
| 45 | 5 | 8 | 1 | .... | 4 | .... | 1 | .... | 16 | 19 | 19 | 19 | 19 | 3 | .... | .... | 16 | 16 | 19 | 19 |
| 46 | 2 | 17 | .... | .... | .... | .... | 1 | .... | 20 | 20 | 20 | 20 | 20 | 9 | .... | .... | 20 | 20 | 20 | 20 |
| 47 | 18 | 34 | 2 | 2 | 3 | 4 | .. | .... | 47 | 62 | 62 | 62 | 62 | 21 | .... | .... | 47 | 47 | 46 | 61 |
| 48 | 3 | 7 | 1 | .... | 2 | 1 | 9 | .... | 23 | 23 | 23 | 23 | 23 | 2 | .... | .... | 23 | 23 | 23 | 23 |
| 49 | 1 | 17 | 7 | .... | 5 | 9 | 10 | 6 | 42 | 55 | 55 | 55 | 55 | 15 | .... | .... | 41 | 41 | 42 | 54 |
| 50 | 8 | 20 | 4 | .... | 2 | 11 | 7 | 4 | 56 | 56 | 56 | 56 | 56 | 21 | .... | .... | 56 | 34 | 56 | 56 |
| 51 | 15 | 13 | 2 | .... | 17 | 2 | 1 | .... | 50 | 50 | 50 | 50 | 50 | 13 | .... | .... | 49 | 37 | 50 | 50 |
| 52 | 2 | 20 | 1 | .... | 6 | 1 | 5 | .... | 15 | 35 | 35 | 35 | 35 | 20 | .... | .... | 15 | 15 | 15 | 35 |
| 53 | 6 | 9 | 4 | .... | 6 | 1 | 23 | .... | 32 | 49 | 49 | 35 | 31 | 17 | .... | .... | 32 | 32 | 32 | 49 |
| 54 | 2 | 39 | 2 | 1 | 1 | .... | 2 | .... | 27 | 47 | 47 | 47 | 47 | 20 | .... | .... | 27 | 27 | 27 | 47 |
| 55 | 13 | 12 | 4 | .... | 15 | 8 | 10 | 10 | 56 | 72 | 72 | 72 | 72 | 16 | .... | .... | 56 | 56 | 56 | 72 |
| 56 | 5 | 21 | .... | .... | 6 | 2 | 2 | 2 | 38 | 38 | 38 | 38 | 38 | .... | .... | .... | 38 | 38 | 38 | 38 |

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS

| Continuation Schools | Number of Pupils in the Various Subjects—Continued | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Geometry | Trigonometry | French | German | Latin | Zoology | Botany | Chemistry |
| 1 Acton | 49 | ..... | 35 | ..... | 45 | 24 | 24 | 49 |
| 2 Alliston | 106 | ..... | 57 | ..... | 57 | 64 | 64 | 42 |
| 3 Alvinston | 62 | ..... | 15 | ..... | 18 | 42 | 42 | 22 |
| 4 Amherstburg | 40 | 1 | 38 | 2 | 38 | ..... | 31 | 31 |
| 5 Arkona | 19 | ..... | ..... | ..... | 18 | 19 | 19 | 16 |
| 6 Ashton | 6 | ..... | 2 | ..... | 12 | 6 | 6 | 6 |
| 7 Avonmore | 30 | ..... | 28 | ..... | 30 | 24 | 24 | 30 |
| 8 Ayr | 28 | ..... | 3 | ..... | 26 | 16 | 16 | 12 |
| 9 Bath | 32 | ..... | 8 | ..... | 12 | 10 | 10 | 30 |
| 10 Beaverton | 53 | ..... | 70 | ..... | 52 | 40 | 40 | 30 |
| 11 Beeton | 40 | ..... | 34 | ..... | 40 | ..... | ..... | 11 |
| 12 Belmont | 45 | ..... | 14 | ..... | 40 | 28 | 28 | 17 |
| 13 Blenheim | 63 | 2 | 52 | ..... | 50 | 32 | 32 | 42 |
| 14 Blind River | 21 | ..... | 15 | ..... | 19 | 15 | 15 | 21 |
| 15 Blyth | 38 | ..... | 4 | ..... | 18 | 20 | 20 | 38 |
| 16 Bothwell | 43 | ..... | 13 | ..... | 39 | 29 | 29 | 18 |
| 17 Bowesville | 20 | ..... | 14 | ..... | 17 | 14 | 14 | 6 |
| 18 Bracebridge | 93 | 4 | 42 | 6 | 86 | 72 | 72 | 89 |
| 19 Bridgeburg | 53 | ..... | 45 | ..... | 41 | 38 | 38 | 53 |
| 20 Bruce Mines | 40 | ..... | 35 | ..... | 32 | 22 | 22 | 18 |
| 21 Brussels | 85 | ..... | 71 | ..... | 74 | 46 | 46 | 57 |
| 22 Burk's Falls | 45 | ..... | 21 | ..... | 42 | 35 | 35 | 15 |
| 23 Burlington | 57 | ..... | 53 | ..... | 48 | 32 | 32 | 56 |
| 24 Cannington | 64 | ..... | 60 | ..... | 62 | 64 | 64 | 64 |
| 25 Cardinal | 38 | ..... | 35 | ..... | 35 | 25 | 25 | 25 |
| 26 Carp | 47 | ..... | 42 | ..... | 43 | 29 | 29 | 47 |
| 27 Chesterville | 70 | ..... | 66 | ..... | 70 | 47 | 47 | 37 |
| 28 Claremont | 21 | ..... | 21 | ..... | 21 | 17 | 17 | 17 |
| 29 Coldwater | 35 | ..... | 19 | ..... | 32 | 19 | 19 | 25 |
| 30 Comber | 29 | ..... | 20 | ..... | 25 | 15 | 15 | 30 |
| 31 Cookstown | 43 | ..... | 36 | ..... | 41 | 34 | 34 | 33 |
| 32 Crediton | 27 | ..... | ..... | ..... | 27 | 20 | 20 | 12 |
| 33 Creemore | 37 | ..... | 22 | ..... | 32 | 15 | 15 | 28 |
| 34 Drayton | 110 | ..... | 72 | ..... | 108 | 62 | 62 | 110 |
| 35 Dresden | 85 | ..... | 35 | ..... | 68 | 56 | 56 | 37 |
| 36 Drumbo | 27 | ..... | 10 | ..... | 15 | 17 | 17 | 18 |
| 37 Dundalk | 62 | ..... | 50 | ..... | 53 | 46 | 46 | 40 |
| 38 Durham | 107 | ..... | 78 | ..... | 79 | 67 | 67 | 72 |
| 39 Eganville R.C. Sep. Sch | 44 | ..... | 18 | ..... | 16 | 28 | 28 | 33 |
| 40 Ennismore | 46 | ..... | 23 | ..... | 24 | 46 | 46 | 46 |
| 41 Erin | 24 | ..... | 16 | ..... | 24 | 18 | 18 | 24 |
| 42 Exeter | 129 | ..... | 68 | 12 | 106 | 62 | 62 | 106 |
| 43 Fenelon Falls | 30 | ..... | 30 | ..... | 44 | 30 | 30 | 14 |
| 44 Feversham | 21 | ..... | 20 | ..... | 20 | 21 | 21 | 21 |
| 45 Finch | 19 | ..... | 16 | ..... | 18 | 19 | 19 | 19 |
| 46 Fitzroy Harbour | 20 | ..... | 2 | ..... | 4 | ..... | 11 | 9 |
| 47 Flesherton | 61 | ..... | 29 | ..... | 29 | 46 | 46 | 38 |
| 48 Fort Frances | 23 | ..... | 6 | ..... | 23 | 23 | 23 | 6 |
| 49 Gore Bay | 53 | ..... | 27 | 4 | 32 | 39 | 39 | 26 |
| 50 Grand Valley | 56 | ..... | 40 | ..... | 56 | 34 | 34 | 26 |
| 51 Hanover | 50 | ..... | ..... | 43 | 42 | 39 | 39 | 49 |
| 52 Harrow | 35 | ..... | 19 | 1 | 19 | 15 | 15 | 31 |
| 53 Havelock | 49 | ..... | 45 | ..... | 46 | 32 | 32 | 17 |
| 54 Highgate | 47 | ..... | 23 | ..... | 46 | 17 | 27 | 17 |
| 55 Huntsville | 72 | ..... | 60 | ..... | 55 | 56 | 56 | 40 |
| 56 Jarvis | 38 | ..... | 38 | ..... | 36 | ..... | 38 | 38 |

## SCHOOLS—Continued

### IN THE VARIOUS SUBJECTS, ETC.—Continued

| | Number of Pupils in the Various Subjects—Continued | | | | | | | | Special Courses | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Physics | Mineralogy | Writing | Bookkeeping | Stenography | Typewriting | Art | Physical Culture | Commercial | Agriculture | Art (Middle School) |
| 1 | 49 | ..... | 24 | 24 | ..... | ..... | 24 | ..... | ..... | ..... | ..... |
| 2 | 106 | ..... | 49 | 49 | ..... | ..... | 82 | ..... | ..... | ..... | ..... |
| 3 | 42 | ..... | 44 | 22 | ..... | ..... | 44 | ..... | ..... | ..... | ..... |
| 4 | 31 | ..... | 61 | 40 | 19 | 19 | 28 | 61 | 19 | ..... | ..... |
| 5 | 19 | ..... | 19 | 19 | ..... | ..... | 19 | ..... | ..... | ..... | ..... |
| 6 | 12 | ..... | 12 | 5 | ..... | ..... | 5 | ..... | ..... | ..... | ..... |
| 7 | 30 | ..... | 24 | 15 | ..... | ..... | 24 | ..... | ..... | ..... | ..... |
| 8 | 12 | ..... | 16 | 16 | ..... | ..... | 16 | 28 | ..... | ..... | ..... |
| 9 | 32 | ..... | 32 | 10 | ..... | ..... | 10 | 32 | ..... | ..... | ..... |
| 10 | 70 | ..... | 19 | 25 | 20 | 8 | 43 | ..... | 20 | ..... | ..... |
| 11 | 11 | ..... | 28 | 14 | ..... | ..... | 28 | ..... | ..... | ..... | ..... |
| 12 | 17 | 28 | 28 | 28 | ..... | ..... | 28 | ..... | ..... | 28 | 17 |
| 13 | 61 | ..... | 32 | 32 | ..... | ..... | 32 | ..... | ..... | ..... | ..... |
| 14 | 21 | ..... | 15 | 15 | ..... | ..... | 15 | ..... | 2 | ..... | ..... |
| 15 | 38 | ..... | 20 | 20 | ..... | ..... | 38 | ..... | ..... | ..... | ..... |
| 16 | 43 | ..... | 29 | 29 | ..... | ..... | 29 | 43 | ..... | ..... | ..... |
| 17 | 20 | ..... | 14 | 14 | ..... | ..... | 14 | ..... | ..... | ..... | ..... |
| 18 | 93 | ..... | 43 | 43 | ..... | ..... | 68 | ..... | ..... | ..... | 2 |
| 19 | 53 | ..... | 38 | 38 | 9 | 9 | 38 | 53 | 9 | ..... | ..... |
| 20 | 40 | ..... | 22 | 22 | ..... | ..... | 22 | 40 | ..... | ..... | ..... |
| 21 | 85 | ..... | 46 | 46 | ..... | ..... | 57 | 29 | ..... | ..... | ..... |
| 22 | 45 | ..... | ..... | 35 | ..... | ..... | 35 | ..... | ..... | ..... | ..... |
| 23 | 57 | ..... | 32 | 18 | ..... | ..... | 32 | ..... | ..... | ..... | ..... |
| 24 | 64 | ..... | 64 | 64 | ..... | ..... | 64 | ..... | ..... | ..... | ..... |
| 25 | 38 | ..... | 25 | 25 | ..... | ..... | 38 | ..... | ..... | ..... | ..... |
| 26 | 47 | ..... | 29 | 29 | ..... | ..... | 29 | ..... | ..... | ..... | ..... |
| 27 | 70 | ..... | 47 | 47 | ..... | ..... | 47 | ..... | ..... | ..... | ..... |
| 28 | 21 | ..... | 17 | 17 | ..... | ..... | 17 | 21 | ..... | ..... | ..... |
| 29 | 35 | ..... | 19 | 14 | ..... | ..... | 19 | 19 | ..... | ..... | ..... |
| 30 | 30 | ..... | 16 | 16 | ..... | ..... | 16 | ..... | ..... | ..... | ..... |
| 31 | 43 | ..... | 21 | 33 | ..... | ..... | 34 | ..... | ..... | ..... | ..... |
| 32 | 12 | ..... | 20 | 20 | ..... | ..... | 20 | ..... | ..... | ..... | ..... |
| 33 | 37 | ..... | 15 | 37 | ..... | ..... | 37 | ..... | ..... | ..... | ..... |
| 34 | 110 | ..... | 62 | 62 | ..... | ..... | 62 | ..... | ..... | ..... | ..... |
| 35 | 85 | ..... | 59 | 43 | ..... | ..... | 59 | 88 | ..... | ..... | ..... |
| 36 | 27 | ..... | 17 | 17 | ..... | ..... | 17 | 27 | ..... | ..... | ..... |
| 37 | 62 | ..... | 46 | 46 | ..... | ..... | 46 | ..... | ..... | ..... | ..... |
| 38 | 107 | ..... | 35 | 35 | ..... | ..... | 67 | ..... | ..... | ..... | ..... |
| 39 | 44 | ..... | 44 | 28 | ..... | ..... | 28 | 44 | ..... | 25 | 5 |
| 40 | 46 | ..... | 7 | 18 | ..... | ..... | 18 | ..... | ..... | ..... | ..... |
| 41 | 24 | ..... | 8 | 18 | ..... | ..... | 24 | 24 | ..... | ..... | 6 |
| 42 | 106 | ..... | 89 | 60 | 26 | 26 | 63 | 133 | 26 | ..... | ..... |
| 43 | 44 | ..... | 30 | 30 | ..... | ..... | 30 | ..... | ..... | ..... | ..... |
| 44 | 21 | ..... | 9 | 21 | ..... | ..... | 21 | ..... | ..... | ..... | ..... |
| 45 | 19 | ..... | 16 | 16 | ..... | ..... | 19 | ..... | ..... | ..... | ..... |
| 46 | 20 | ..... | 11 | 11 | ..... | ..... | 11 | 20 | ..... | ..... | ..... |
| 47 | 61 | ..... | 47 | 47 | ..... | ..... | 47 | ..... | ..... | ..... | ..... |
| 48 | 23 | ..... | 23 | 20 | ..... | ..... | 20 | ..... | ..... | ..... | 2 |
| 49 | 53 | ..... | 22 | 41 | ..... | ..... | 40 | ..... | ..... | ..... | ..... |
| 50 | 56 | ..... | 34 | 34 | ..... | ..... | 34 | ..... | ..... | ..... | ..... |
| 51 | 49 | ..... | 50 | 50 | ..... | ..... | 50 | ..... | ..... | ..... | ..... |
| 52 | 35 | ..... | 35 | 15 | ..... | ..... | 15 | ..... | ..... | ..... | ..... |
| 53 | 49 | ..... | 32 | 32 | ..... | ..... | 32 | 24 | ..... | ..... | ..... |
| 54 | 27 | ..... | 10 | 10 | ..... | ..... | 27 | ..... | ..... | ..... | ..... |
| 55 | 56 | ..... | 56 | 56 | ..... | ..... | 56 | ..... | ..... | ..... | ..... |
| 56 | 38 | ..... | 38 | 38 | ..... | ..... | 38 | 38 | ..... | ..... | ..... |

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

| Continuation Schools | Pupils | | | | Number of Pupils in— | | | Number of Pupils from— | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Totals | Average Daily Attendance | Lower School | Middle School | Upper School | Municipalities composing C. S. District or School Section | Other Sections | No. of other Sections thus represented |
| 57 Jockvale | 8 | 12 | 20 | 10 | 10 | 10 | ..... | 10 | 10 | 4 |
| 58 Kars | 7 | 5 | 12 | 7 | 3 | 9 | ..... | 10 | 2 | 2 |
| 59 Keewatin | 12 | 15 | 27 | 13 | 21 | 6 | ..... | 27 | ..... | .... |
| 60 Kenmore | 14 | 18 | 32 | 18 | 23 | 9 | ..... | 18 | 14 | 6 |
| 61 Kinburn | 9 | 11 | 20 | 9 | 13 | 7 | ..... | 12 | 8 | 4 |
| 62 Lakefield | 28 | 41 | 69 | 43 | 34 | 32 | 3 | 65 | 4 | 2 |
| 63 Lanark | 25 | 50 | 75 | 48 | 45 | 30 | ..... | 38 | 37 | 15 |
| 64 Little Current | 11 | 13 | 24 | 11 | 24 | ..... | ..... | 24 | ..... | .... |
| 65 Lucknow | 30 | 36 | 66 | 43 | 28 | 38 | ..... | 29 | 37 | 5 |
| 66 Malakoff | 6 | 6 | 12 | 6 | 6 | 6 | ..... | 11 | 1 | 1 |
| 67 Manitowaning | 4 | 18 | 22 | 9 | 14 | 8 | ..... | 22 | ..... | .... |
| 68 Manotick | 11 | 16 | 27 | 16 | 12 | 15 | ..... | 8 | 19 | 4 |
| 69 Markdale | 22 | 33 | 55 | 35 | 47 | 8 | ..... | 46 | 9 | 6 |
| 70 Maxville | 19 | 29 | 48 | 33 | 46 | 2 | ..... | 28 | 20 | 11 |
| 71 Melbourne | 21 | 19 | 40 | 24 | 26 | 14 | ..... | 13 | 27 | 11 |
| 72*Merlin | 7 | 14 | 21 | 6 | 21 | ..... | ..... | 13 | 8 | 6 |
| 73 Merrickville | 21 | 43 | 64 | 41 | 47 | 17 | ..... | 50 | 14 | 7 |
| 74 Metcalfe | 14 | 18 | 32 | 19 | 28 | 4 | ..... | 18 | 14 | 9 |
| 75 Millbrook | 19 | 37 | 56 | 35 | 32 | 24 | ..... | 41 | 15 | 11 |
| 76 Milton | 37 | 29 | 66 | 31 | 40 | 26 | ..... | 54 | 12 | 5 |
| 77 Morewood | 29 | 23 | 52 | 36 | 32 | 20 | ..... | 42 | 10 | 8 |
| 78 Mount Albert | 24 | 22 | 46 | 22 | 22 | 24 | ..... | 13 | 33 | 9 |
| 79 Munster | 5 | 8 | 13 | 9 | 10 | 3 | ..... | 7 | 6 | 3 |
| 80 New Hamburg | 23 | 13 | 36 | 23 | 17 | 19 | ..... | 20 | 16 | 6 |
| 81 New Liskeard | 24 | 33 | 57 | 31 | 47 | 10 | ..... | 42 | 15 | 7 |
| 82 North Augusta | 13 | 18 | 31 | 19 | 19 | 12 | ..... | 13 | 18 | 10 |
| 83 North Gower | 12 | 18 | 30 | 16 | 10 | 20 | ..... | 13 | 17 | 4 |
| 84 Norwich | 32 | 38 | 70 | 40 | 47 | 23 | ..... | 39 | 31 | 11 |
| 85 Odessa | 18 | 18 | 36 | 24 | 16 | 20 | ..... | 21 | 15 | 9 |
| 86 Oil Springs | 12 | 39 | 51 | 30 | 30 | 21 | ..... | 38 | 13 | 7 |
| 87 Orono | 13 | 16 | 29 | 17 | 24 | 5 | ..... | 22 | 7 | 6 |
| 88 Paisley | 30 | 37 | 67 | 40 | 54 | 13 | ..... | 33 | 34 | 22 |
| 89 Pakenham | 28 | 41 | 69 | 38 | 44 | 25 | ..... | 35 | 34 | 9 |
| 90 Palmerston | 22 | 38 | 60 | 33 | 32 | 28 | ..... | 36 | 24 | 5 |
| 91 Parry Sound | 23 | 62 | 85 | 63 | 66 | 19 | ..... | 70 | 15 | 4 |
| 92 Plattsville | 15 | 28 | 43 | 25 | 22 | 21 | ..... | 27 | 16 | 3 |
| 93 Port Burwell | 8 | 24 | 32 | 17 | 16 | 16 | ..... | 20 | 12 | 3 |
| 94 Powassan | 10 | 16 | 26 | 18 | 7 | 17 | 2 | 24 | 2 | 2 |
| 95 Princeton | 7 | 16 | 23 | 11 | 17 | 6 | ..... | 21 | 2 | 1 |
| 96 Richard's Landing | 7 | 22 | 29 | 18 | 16 | 13 | ..... | 26 | 3 | 1 |
| 97 Richmond | 15 | 15 | 30 | 17 | 14 | 16 | ..... | 22 | 8 | 3 |
| 98 Ridgeway | 16 | 19 | 35 | 22 | 24 | 11 | ..... | 20 | 15 | 6 |
| 99 Ripley | 11 | 26 | 37 | 23 | 21 | 16 | ..... | 16 | 21 | 9 |
| 100 Rodney | 13 | 22 | 35 | 21 | 14 | 21 | ..... | 35 | ..... | .... |
| 101 Russell | 12 | 15 | 27 | 15 | 20 | 7 | ..... | 25 | 2 | 2 |
| 102 St. George | 17 | 7 | 24 | 14 | 12 | 11 | 1 | 11 | 13 | 4 |
| 103 Schomberg | 6 | 8 | 14 | 8 | 14 | ..... | ..... | 12 | 2 | 2 |
| 104 Shelburne | 28 | 47 | 75 | 42 | 53 | 22 | ..... | 38 | 37 | 18 |
| 105 Southampton | 14 | 28 | 42 | 30 | 21 | 21 | ..... | 39 | 3 | 3 |
| 106 Spencerville | 18 | 17 | 35 | 17 | 24 | 11 | ..... | 20 | 15 | 5 |
| 107 Springfield | 9 | 22 | 31 | 16 | 17 | 14 | ..... | 25 | 6 | 4 |
| 108 Stayner | 31 | 32 | 63 | 42 | 19 | 44 | ..... | 38 | 25 | 9 |
| 109 Stella | 4 | 11 | 15 | 11 | 6 | 9 | ..... | 6 | 9 | 4 |
| 110 Stouffville | 27 | 24 | 51 | 32 | 30 | 21 | ..... | 31 | 20 | 8 |
| 111*Tara | 5 | 14 | 19 | 18 | 19 | ..... | ..... | 10 | 9 | 8 |

* Opened in September.

## SCHOOLS—Continued

### AND IN THE VARIOUS SUBJECTS—Continued

| Number of Pupils from Families whose Head is occupied as below— | | | | | | | Number of Pupils in the Various Subjects | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Commerce | Agriculture | Law, Medicine or the Church | Teaching | The Trades | Labouring occupations | Other occupations | Without occupation | English Grammar | English Composition and Rhetoric | English Literature | Canadian History | British History | Ancient History | Mediæval History | Modern History | Geography | Reading | Arithmetic and Mensuration | Algebra |
| 57 .... | 19 | .... | .. | .... | .... | 1 | .. | 10 | 20 | 20 | 20 | 20 | 10 | .... | .... | 10 | 10 | 10 | 20 |
| 58 .... | 9 | .... | .. | .... | .... | 3 | .. | 12 | 12 | 12 | 12 | 12 | 9 | .... | .... | 3 | 3 | 8 | 12 |
| 59 7 | .... | .... | .. | 20 | .... | .... | .. | 27 | 27 | 27 | 22 | 27 | 6 | .... | .... | 21 | 21 | 27 | 27 |
| 60 .... | 23 | 2 | .. | 4 | 1 | 2 | .. | 23 | 2 | 32 | 32 | 14 | 8 | .... | .... | 23 | 23 | 25 | 32 |
| 61 12 | .... | .... | .. | .... | 8 | .... | .. | 7 | 11 | 11 | 11 | 11 | 4 | .... | .... | 7 | 7 | 7 | 11 |
| 62 5 | 13 | 1 | .. | 6 | 21 | 23 | .. | 34 | 69 | 66 | 66 | 66 | 32 | 3 | .... | 34 | 34 | 34 | 69 |
| 63 8 | 41 | 4 | .. | 14 | 8 | .... | .. | 45 | 75 | 75 | 75 | 75 | 30 | .... | .... | 45 | 45 | 45 | 75 |
| 64 13 | 5 | 1 | .. | 3 | .... | 2 | .. | 24 | 24 | 24 | 24 | 24 | .... | .... | .... | 24 | 24 | 24 | 24 |
| 65 13 | 28 | 4 | .. | 3 | 2 | 14 | 2 | 66 | 66 | 66 | 66 | 66 | 38 | .... | .... | 28 | 66 | 66 | 66 |
| 66 .... | 12 | .... | .. | .... | .... | .... | .. | 6 | 12 | 12 | 12 | 12 | 6 | .... | .... | 6 | 6 | 6 | 12 |
| 67 4 | 9 | .... | .. | .... | 4 | 5 | .. | 20 | 22 | 22 | 22 | 22 | 8 | .... | .... | 14 | 22 | 14 | 22 |
| 68 2 | 15 | .... | .. | 1 | .... | 4 | 5 | 15 | 27 | 27 | 27 | 27 | 15 | .... | .... | 16 | 27 | 20 | 27 |
| 69 4 | 25 | 4 | 1 | 7 | 8 | 2 | 4 | 55 | 55 | 55 | 55 | 55 | 8 | .... | .... | 55 | 47 | 47 | 55 |
| 70 2 | 23 | 3 | .. | 11 | 1 | 4 | 4 | 46 | 48 | 48 | 48 | 48 | 2 | .... | .... | 46 | 48 | 46 | 48 |
| 71 6 | 31 | .... | .. | 2 | 1 | .... | .. | 26 | 40 | 40 | 40 | 40 | 14 | .... | .... | 26 | 26 | 26 | 24 |
| 72 2 | 15 | 1 | 1 | 2 | .... | .... | .. | 21 | 21 | 21 | 21 | 21 | .... | .... | .... | 21 | 21 | 21 | 21 |
| 73 7 | 21 | 5 | .. | 14 | 10 | 7 | .. | 62 | 64 | 64 | 64 | 64 | 17 | .... | .... | 61 | 25 | 62 | 64 |
| 74 5 | 21 | 1 | .. | 2 | 2 | .... | 1 | 28 | 32 | 32 | 32 | 32 | 4 | .... | .... | 28 | 28 | 28 | 32 |
| 75 16 | 24 | 5 | .. | 3 | 2 | 4 | 2 | 41 | 56 | 56 | 56 | 56 | 24 | .... | .... | 41 | 41 | 41 | 56 |
| 76 9 | 20 | 7 | 1 | 8 | 9 | 11 | 1 | 40 | 66 | 66 | 66 | 66 | 26 | .... | .... | 40 | 66 | 40 | 66 |
| 77 4 | 36 | 3 | .. | 6 | 3 | .... | .. | 44 | 52 | 52 | 52 | 52 | 20 | .... | .... | 44 | 44 | 44 | 52 |
| 78 6 | 15 | 1 | .. | 4 | .... | 20 | .. | 25 | 37 | 37 | 25 | 29 | 17 | .... | .... | 25 | 20 | 37 | 37 |
| 79 1 | 12 | .... | .. | .... | .... | .... | .. | 10 | 13 | 13 | 13 | 13 | 3 | .... | .... | 10 | 10 | 10 | 13 |
| 80 4 | 18 | 2 | .. | 6 | 3 | 1 | 2 | 36 | 36 | 36 | 36 | 36 | 19 | .... | .... | 36 | 36 | 36 | 36 |
| 81 9 | 24 | 2 | 1 | 5 | .... | 12 | 4 | 53 | 57 | 57 | 57 | 57 | 10 | .... | .... | 53 | 47 | 53 | 57 |
| 82 5 | 23 | 1 | .. | .... | 1 | 1 | .. | 31 | 31 | 31 | 31 | 31 | 12 | .... | .... | 19 | 19 | 19 | 31 |
| 83 2 | 20 | 3 | .. | 1 | 2 | 1 | 1 | 10 | 30 | 30 | 30 | 30 | 20 | .... | .... | 10 | 10 | 10 | 30 |
| 84 6 | 24 | 2 | 2 | 10 | 10 | 6 | 10 | 70 | 70 | 70 | 70 | 70 | 20 | .... | .... | 47 | 47 | 70 | 70 |
| 85 2 | 23 | 1 | .. | 8 | .... | .... | 2 | 23 | 36 | 36 | 36 | 36 | 20 | .... | .... | 23 | 36 | 23 | 36 |
| 86 6 | 18 | 2 | .. | 4 | 5 | 16 | .. | 40 | 51 | 51 | 36 | 51 | 21 | .... | .... | 40 | 40 | 40 | 51 |
| 87 9 | 12 | .... | .. | 6 | 2 | .... | .. | 24 | 29 | 29 | 29 | 29 | 5 | .... | .... | 24 | 24 | 24 | 29 |
| 88 9 | 36 | 5 | .. | 5 | 6 | 2 | 4 | 55 | 67 | 67 | 67 | 67 | 13 | .... | .... | 55 | 67 | 55 | 67 |
| 89 5 | 42 | 7 | 2 | 2 | 7 | 1 | 3 | 69 | 69 | 69 | 69 | 69 | 25 | .... | .... | 44 | 69 | 44 | 69 |
| 90 11 | 21 | 1 | .. | 6 | 11 | 8 | 2 | 47 | 60 | 60 | 60 | 60 | 28 | .... | .... | 47 | 47 | 47 | 60 |
| 91 36 | 20 | 1 | 3 | 14 | 6 | 3 | 2 | 85 | 85 | 85 | 66 | 43 | 19 | .... | .... | 85 | 85 | 85 | 85 |
| 92 5 | 17 | 5 | 1 | 5 | 4 | 6 | .. | 22 | 22 | 43 | 29 | 29 | 7 | .... | .... | 22 | 22 | 22 | 29 |
| 93 6 | 12 | .... | 1 | 3 | 7 | 1 | 2 | 32 | 32 | 32 | 32 | 32 | 16 | .... | .... | 22 | 22 | 32 | 32 |
| 94 9 | 4 | 1 | .. | 7 | 2 | 3 | .. | 26 | 26 | 26 | 26 | 26 | 19 | 2 | 2 | 24 | 26 | 26 | 26 |
| 95 2 | 16 | 2 | .. | 2 | .... | 1 | .. | 17 | 23 | 23 | 21 | 21 | 6 | .... | .... | 16 | 17 | 17 | 23 |
| 96 3 | 16 | 2 | .. | 6 | 1 | 1 | .. | 29 | 29 | 29 | 29 | 29 | 13 | .... | .... | 29 | 20 | 29 | 29 |
| 97 1 | 21 | 6 | .. | 2 | .... | .... | .. | 14 | 30 | 30 | 30 | 30 | 16 | .... | .... | 14 | 14 | 14 | 30 |
| 98 7 | 17 | 2 | .. | 2 | 1 | 4 | 2 | 35 | 35 | 35 | 35 | 35 | 11 | .... | .... | 35 | 35 | 35 | 35 |
| 99 1 | 30 | .... | .. | 5 | 1 | .... | .. | 21 | 37 | 37 | 37 | 37 | 16 | .... | .... | 21 | 21 | 21 | 37 |
| 100 3 | 19 | 1 | .. | 6 | 4 | .... | 2 | 16 | 35 | 35 | 35 | 35 | 19 | .... | .... | 16 | 16 | 16 | 35 |
| 101 2 | 12 | .... | .. | 3 | 2 | 3 | 5 | 20 | 27 | 27 | 27 | 27 | 7 | .... | .... | 20 | 20 | 20 | 27 |
| 102 1 | 15 | .... | .. | 3 | 5 | .... | .. | 24 | 24 | 24 | 24 | 24 | 11 | .... | .... | 12 | 24 | 12 | 24 |
| 103 1 | 6 | 1 | .. | 2 | .... | 3 | 1 | 14 | 14 | 14 | 14 | 14 | .... | .... | .... | 14 | 14 | 14 | 14 |
| 104 14 | 46 | 3 | .. | 3 | 2 | 7 | .. | 52 | 74 | 74 | 46 | 74 | 22 | .... | .... | 52 | 52 | 52 | 74 |
| 105 12 | 6 | 1 | .. | 11 | 2 | 10 | .. | 21 | 42 | 42 | 42 | 42 | 21 | .... | .... | 21 | 21 | 21 | 42 |
| 106 2 | 27 | 3 | 1 | 2 | .... | .... | .. | 24 | 35 | 35 | 35 | 35 | 11 | .... | .... | 24 | 35 | 24 | 35 |
| 107 6 | 15 | 3 | .. | 7 | .... | .... | .. | 20 | 31 | 31 | 31 | 31 | 14 | .... | .... | 20 | 31 | 20 | 31 |
| 108 14 | 29 | 4 | 1 | 4 | 2 | 8 | 1 | 38 | 63 | 63 | 39 | 56 | 36 | .... | .... | 38 | 38 | 63 | 63 |
| 109 1 | 13 | 1 | .. | .... | .... | .... | .. | 15 | 15 | 15 | 15 | 15 | 9 | .... | .... | 15 | 6 | 15 | 15 |
| 110 4 | 13 | 4 | 2 | 5 | 8 | 8 | 7 | 30 | 51 | 51 | 30 | 51 | 21 | .... | .... | 30 | 30 | 30 | 51 |
| 111 3 | 7 | 2 | .. | .... | 3 | 4 | .. | 19 | 19 | 19 | 19 | .... | .... | .... | .... | 19 | 19 | 19 | 19 |

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

| Continuation Schools—Con. | Number of Pupils in the Various Subjects—Continued | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Geometry | Trigonometry | French | German | Latin | Zoology | Botany | Chemistry |
| 57 Jockvale | 20 | ..... | 20 | ..... | 20 | 10 | 10 | 20 |
| 58 Kars | 12 | ..... | 6 | ..... | 6 | 3 | 3 | 12 |
| 59 Keewatin | 27 | ..... | 15 | ..... | 17 | 20 | 20 | 11 |
| 60 Kenmore | 32 | ..... | 13 | ..... | 17 | 23 | 23 | 32 |
| 61 Kinburn | 11 | ..... | 11 | ..... | 11 | 7 | 7 | 4 |
| 62 Lakefield | 69 | 3 | 49 | 11 | 51 | 34 | 34 | 52 |
| 63 Lanark | 75 | ..... | 33 | ..... | 49 | 45 | 45 | 75 |
| 64 Little Current | 24 | ..... | ..... | ..... | 24 | 24 | 24 | 24 |
| 65 Lucknow | 66 | ..... | 32 | ..... | 58 | 28 | 28 | 38 |
| 66 Malakoff | 12 | ..... | 7 | ..... | 11 | 6 | 6 | 10 |
| 67 Manitowaning | 22 | ..... | 7 | ..... | 7 | 14 | 14 | 13 |
| 68 Manotick | 27 | ..... | 10 | ..... | 15 | 11 | 11 | 16 |
| 69 Markdale | 55 | ..... | 54 | ..... | 55 | 47 | 47 | 55 |
| 70 Maxville | 48 | ..... | 48 | ..... | 48 | 46 | 46 | 24 |
| 71 Melbourne | 24 | ..... | 18 | 9 | 14 | 26 | 26 | 24 |
| 72 Merlin | 21 | ..... | 16 | ..... | 19 | 21 | 21 | 21 |
| 73 Merrickville | 64 | ..... | 53 | ..... | 54 | 62 | 62 | 64 |
| 74 Metcalfe | 32 | ..... | 32 | ..... | 32 | 28 | 28 | 13 |
| 75 Millbrook | 56 | ..... | 45 | ..... | 42 | 41 | 41 | 38 |
| 76 Milton | 66 | ..... | ..... | ..... | ..... | 40 | 40 | 66 |
| 77 Morewood | 52 | ..... | 31 | ..... | 31 | 44 | 44 | 37 |
| 78 Mount Albert | 37 | ..... | 24 | ..... | 33 | 20 | 20 | 29 |
| 79 Munster | 13 | ..... | 6 | ..... | 12 | 10 | 10 | 7 |
| 80 New Hamburg | 36 | ..... | 5 | 23 | 32 | 36 | 36 | 18 |
| 81 New Liskeard | 57 | ..... | ..... | ..... | 48 | 53 | 53 | 40 |
| 82 North Augusta | 31 | ..... | 25 | ..... | 27 | 19 | 19 | 19 |
| 83 North Gower | 30 | ..... | 18 | ..... | 27 | 10 | 10 | 20 |
| 84 Norwich | 70 | ..... | 64 | ..... | 60 | 47 | 47 | 35 |
| 85 Odessa | 29 | ..... | 20 | ..... | 24 | 23 | 23 | 26 |
| 86 Oil Springs | 51 | ..... | 8 | ..... | 20 | ..... | ..... | 36 |
| 87 Orono | 12 | ..... | 12 | ..... | 28 | 24 | 24 | 12 |
| 88 Paisley | 67 | ..... | 34 | ..... | 55 | 55 | 55 | 21 |
| 89 Pakenham | 69 | ..... | 65 | 4 | 69 | 44 | 44 | 69 |
| 90 Palmerston | 46 | ..... | 24 | ..... | 40 | 32 | 32 | 50 |
| 91 Parry Sound | 43 | ..... | 80 | 4 | 80 | 19 | 19 | 19 |
| 92 Plattsville | 29 | ..... | 29 | ..... | 29 | ..... | 22 | 29 |
| 93 Port Burwell | 32 | ..... | 26 | ..... | 25 | 32 | 32 | 25 |
| 94 Powassan | 26 | ..... | 12 | ..... | 12 | 17 | 26 | 26 |
| 95 Princeton | 23 | ..... | 4 | ..... | 11 | 17 | 17 | 15 |
| 96 Richard's Landing | 29 | ..... | 29 | 3 | 29 | 20 | 20 | 23 |
| 97 Richmond | 30 | ..... | 17 | ..... | 30 | 14 | 14 | 22 |
| 98 Ridgeway | 35 | ..... | 28 | 7 | 31 | 24 | 24 | 11 |
| 99 Ripley | 37 | ..... | ..... | ..... | 27 | 21 | 21 | 37 |
| 100 Rodney | 19 | ..... | ..... | ..... | ..... | ..... | 16 | 19 |
| 101 Russell | 27 | ..... | 17 | ..... | 15 | 20 | 20 | 27 |
| 102 St. George | 24 | ..... | 12 | ..... | 13 | 12 | 12 | 21 |
| 103 Schomberg | 14 | ..... | 8 | ..... | 6 | 14 | 14 | 14 |
| 104 Shelburne | 74 | ..... | 28 | 14 | 51 | 52 | 52 | 74 |
| 105 Southampton | 42 | ..... | 37 | ..... | 37 | 21 | 21 | 42 |
| 106 Spencerville | 35 | ..... | 20 | ..... | 24 | 24 | 24 | 35 |
| 107 Springfield | 31 | ..... | 4 | ..... | 22 | 20 | 20 | 31 |
| 108 Stayner | 63 | ..... | 50 | ..... | 52 | 38 | 38 | 44 |
| 109 Stella | 14 | ..... | 4 | 1 | 2 | 6 | 6 | 12 |
| 110 Stouffville | 51 | ..... | 46 | 1 | 45 | 30 | 30 | 21 |
| 111 Tara | 19 | ..... | ..... | ..... | 15 | 19 | 19 | ..... |

**SCHOOLS—Continued**

**AND IN THE VARIOUS SUBJECTS, ETC.—Continued**

| | Number of Pupils in the Various Subjects—Continued | | | | | | | | Special Courses | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Physics | Mineralogy | Writing | Bookkeeping | Stenography | Typewriting | Art | Physical Culture | Commercial | Agriculture | Art (Middle School) |
| 57 | 20 | ..... | 10 | 10 | ..... | ..... | 10 | ..... | ..... | ..... | ..... |
| 58 | 12 | ..... | 3 | 3 | ..... | ..... | 3 | ..... | ..... | ..... | ..... |
| 59 | 27 | ..... | 27 | 21 | ..... | ..... | 21 | ..... | ..... | ..... | ..... |
| 60 | 32 | ..... | 23 | 23 | ..... | ..... | 23 | ..... | ..... | ..... | ..... |
| 61 | 11 | ..... | 7 | 7 | ..... | ..... | 7 | ..... | ..... | ..... | ..... |
| 62 | 66 | ..... | 34 | 34 | ..... | ..... | 34 | ..... | ..... | ..... | ..... |
| 63 | 75 | ..... | 45 | 45 | ..... | ..... | 45 | 75 | ..... | ..... | ..... |
| 64 | 24 | ..... | 24 | 24 | ..... | ..... | 24 | 24 | ..... | ..... | ..... |
| 65 | 66 | ..... | 28 | 28 | ..... | ..... | 28 | 66 | ..... | ..... | ..... |
| 66 | 12 | ..... | 6 | 6 | ..... | ..... | 6 | ..... | ..... | ..... | ..... |
| 67 | 22 | ..... | 14 | 14 | ..... | ..... | 14 | ..... | ..... | ..... | ..... |
| 68 | 27 | ..... | 27 | 11 | ..... | ..... | 11 | ..... | ..... | ..... | ..... |
| 69 | 55 | ..... | 17 | 47 | ..... | ..... | 47 | ..... | ..... | ..... | ..... |
| 70 | 48 | ..... | 48 | 46 | ..... | ..... | 46 | ..... | ..... | ..... | ..... |
| 71 | 40 | ..... | 26 | 26 | ..... | ..... | 26 | ..... | ..... | ..... | ..... |
| 72 | 21 | ..... | 21 | 21 | ..... | ..... | 21 | ..... | ..... | ..... | ..... |
| 73 | 64 | ..... | ..... | 45 | ..... | ..... | 61 | ..... | ..... | ..... | ..... |
| 74 | 32 | ..... | 28 | 28 | ..... | ..... | 28 | ..... | ..... | ..... | ..... |
| 75 | 56 | ..... | 30 | 30 | ..... | ..... | 41 | ..... | ..... | ..... | ..... |
| 76 | 66 | ..... | 40 | 40 | ..... | ..... | 40 | ..... | ..... | ..... | ..... |
| 77 | 52 | ..... | 44 | 32 | ..... | ..... | 44 | ..... | ..... | ..... | ..... |
| 78 | 37 | ..... | 8 | 15 | ..... | ..... | 20 | ..... | ..... | ..... | ..... |
| 79 | 13 | ..... | 10 | 10 | ..... | ..... | 10 | ..... | ..... | ..... | ..... |
| 80 | 36 | ..... | 36 | 17 | ..... | ..... | 36 | 36 | ..... | ..... | ..... |
| 81 | 57 | ..... | 47 | 53 | ..... | ..... | 53 | ..... | ..... | ..... | ..... |
| 82 | 31 | ..... | 19 | 12 | ..... | ..... | 19 | ..... | ..... | ..... | ..... |
| 83 | 30 | ..... | 10 | 10 | ..... | ..... | 10 | ..... | ..... | ..... | ..... |
| 84 | 70 | ..... | 47 | 35 | ..... | ..... | 47 | 70 | ..... | ..... | ..... |
| 85 | 36 | ..... | 23 | 23 | ..... | ..... | 23 | ..... | ..... | ..... | ..... |
| 86 | 51 | ..... | 30 | 30 | ..... | ..... | 40 | ..... | ..... | ..... | ..... |
| 87 | 29 | ..... | 24 | 24 | ..... | ..... | 24 | ..... | ..... | ..... | ..... |
| 88 | 67 | ..... | 67 | 55 | ..... | ..... | 55 | 67 | ..... | ..... | ..... |
| 89 | 69 | ..... | 69 | 44 | ..... | ..... | 44 | 69 | ..... | ..... | ..... |
| 90 | 60 | ..... | 14 | 10 | ..... | ..... | 32 | 60 | ..... | ..... | ..... |
| 91 | 19 | ..... | 66 | 66 | ..... | ..... | 66 | 85 | ..... | ..... | ..... |
| 92 | 29 | ..... | 22 | 22 | ..... | ..... | 22 | ..... | ..... | ..... | ..... |
| 93 | 32 | ..... | 22 | 22 | ..... | ..... | 22 | ..... | ..... | ..... | ..... |
| 94 | 19 | 19 | 26 | 24 | ..... | ..... | 24 | 26 | ..... | 17 | 17 |
| 95 | 21 | ..... | 11 | 17 | ..... | ..... | 17 | ..... | ..... | ..... | ..... |
| 96 | 29 | ..... | 20 | 28 | ..... | ..... | 28 | ..... | ..... | ..... | ..... |
| 97 | 30 | ..... | 14 | 14 | ..... | ..... | 14 | 15 | ..... | ..... | ..... |
| 98 | 11 | ..... | 35 | 24 | ..... | ..... | 24 | 35 | ..... | ..... | 2 |
| 99 | 37 | ..... | 21 | 21 | ..... | ..... | 21 | 37 | ..... | ..... | ..... |
| 100 | 35 | ..... | 16 | 16 | ..... | ..... | 16 | ..... | ..... | ..... | ..... |
| 101 | 27 | ..... | 20 | 20 | ..... | ..... | 20 | ..... | ..... | ..... | ..... |
| 102 | 24 | ..... | 12 | 12 | ..... | ..... | 12 | ..... | ..... | ..... | ..... |
| 103 | 14 | ..... | 14 | 14 | ..... | ..... | 14 | ..... | ..... | ..... | ..... |
| 104 | 74 | ..... | 28 | 28 | 5 | 10 | 52 | ..... | ..... | ..... | ..... |
| 105 | 42 | ..... | 21 | 21 | ..... | ..... | 21 | ..... | ..... | ..... | ..... |
| 106 | 35 | ..... | 24 | 24 | ..... | ..... | 24 | ..... | ..... | ..... | ..... |
| 107 | 31 | ..... | 20 | 20 | ..... | ..... | 20 | 31 | ..... | ..... | ..... |
| 108 | 63 | ..... | 38 | 19 | ..... | ..... | 38 | 63 | ..... | ..... | ..... |
| 109 | 15 | ..... | 6 | 3 | ..... | ..... | 15 | ..... | ..... | ..... | ..... |
| 110 | 51 | ..... | 20 | 20 | ..... | ..... | 31 | ..... | ..... | ..... | ..... |
| 111 | 19 | ..... | 19 | 19 | ..... | ..... | 19 | ..... | ..... | ..... | ..... |

## CONTINUATION

### II. TABLE I—ATTENDANCE, PUPILS IN THE

| Continuation Schools—Continued | Pupils— | | | | Number of Pupils in— | | | Number of Pupils from— | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Totals | Average Daily Attendance | Lower School | Middle School | Upper School | Municipalities composing C.S. District or School Section | Other Sections | No. of other Sections thus represented |
| 112 Tavistock | 12 | 5 | 17 | 9 | 16 | 1 | ..... | 12 | 5 | 2 |
| 113 Teeswater | 23 | 23 | 46 | 34 | 27 | 19 | ..... | 27 | 19 | 9 |
| 114 Thamesville | 19 | 35 | 54 | 33 | 30 | 24 | ..... | 46 | 8 | 3 |
| 115 Thessalon | 19 | 29 | 48 | 24 | 36 | 12 | ..... | 33 | 15 | 7 |
| 116 Thornbury | 15 | 20 | 35 | 20 | 28 | 7 | ..... | 22 | 13 | 6 |
| 117 Tilbury | 13 | 21 | 34 | 18 | 16 | 18 | ..... | 34 | ..... | .... |
| 118 Tottenham | 23 | 35 | 58 | 36 | 38 | 20 | ..... | 34 | 24 | 6 |
| 119 Tweed | 20 | 42 | 62 | 40 | 36 | 26 | ..... | 47 | 15 | 5 |
| 120 Wallaceburg | 36 | 45 | 81 | 50 | 47 | 34 | ..... | 73 | 8 | 5 |
| 121 Warkworth | 30 | 25 | 55 | 35 | 30 | 25 | ..... | 20 | 35 | 9 |
| 122 Webbwood | 7 | 10 | 17 | 8 | 15 | 2 | ..... | 17 | ..... | .... |
| 123 West Lorne | 12 | 23 | 35 | 15 | 24 | 11 | ..... | 31 | 4 | 4 |
| 124 Westmeath | 7 | 26 | 33 | 21 | 20 | 13 | ..... | 17 | 16 | 6 |
| 125 Westport R.C. Sep.S. | 13 | 17 | 30 | 22 | 18 | 12 | ..... | 23 | 7 | 4 |
| 126 Westport | 8 | 25 | 33 | 22 | 16 | 17 | ..... | 24 | 9 | 5 |
| 127*Wheatley | 3 | 11 | 14 | 11 | 14 | ..... | ..... | 13 | 1 | 1 |
| 128 Winchester | 29 | 33 | 62 | 39 | 44 | 18 | ..... | 52 | 10 | 5 |
| 129 Wroxeter | 10 | 23 | 33 | 19 | 31 | 2 | ..... | 25 | 8 | 6 |
| Totals, 1911 | 2,394 | 3,359 | 5,753 | 3,487 | 3,637 | 2,089 | 27 | 3,798 | 1,955 | 818 |
| Percentages | 41.61 | 58.38 | ..... | 60.61 | 63.21 | 36.31 | .46 | 66.01 | 33.98 | .... |

* Opened in September

## SCHOOLS—Continued

### SCHOOLS AND IN THE VARIOUS SUBJECTS—Continued

| Number of Pupils from Families whose Head is occupied as below— | | | | | | | | | Number of Pupils in the Various Subjects | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Commerce | Agriculture | Law, Medicine or the Church | Teaching | The Trades | Labouring occupations | Other occupations | Without occupation | English Grammar | English Composition and Rhetoric | English Literature | Canadian History | British History | Ancient History |
| 112 | 4 | 4 | 2 | ..... | 2 | 4 | 1 | ..... | 17 | 17 | 17 | 17 | 17 | 1 |
| 113 | 7 | 18 | 1 | 1 | 6 | 3 | 8 | 2 | 34 | 46 | 46 | 46 | 46 | 19 |
| 114 | 5 | ..... | 2 | ..... | 1 | ..... | 46 | ..... | 30 | 54 | 54 | 54 | 54 | 23 |
| 115 | 5 | 17 | 4 | ..... | 9 | 4 | 6 | 3 | 36 | 48 | 48 | 48 | 48 | 12 |
| 116 | 5 | 17 | 1 | ..... | 4 | 2 | 4 | 2 | 35 | 35 | 35 | 35 | 35 | 7 |
| 117 | .. | 9 | 5 | ..... | 6 | 2 | 12 | ..... | 34 | 34 | 33 | 11 | 11 | 18 |
| 118 | 4 | 22 | 4 | 3 | 5 | 4 | 10 | 6 | 36 | 58 | 58 | 36 | 58 | 20 |
| 119 | 10 | 20 | 3 | 5 | 11 | 2 | 10 | 1 | 36 | 62 | 62 | 62 | 62 | 26 |
| 120 | 20 | 14 | 2 | 1 | 12 | 8 | 24 | ..... | 81 | 81 | 81 | 81 | 81 | 32 |
| 121 | .. | 34 | 5 | 1 | 9 | 2 | 4 | ..... | 34 | 55 | 55 | 48 | 35 | 25 |
| 122 | 6 | 3 | 2 | ..... | ..... | ..... | 6 | ..... | 11 | 17 | 17 | 17 | 17 | 6 |
| 123 | 7 | 15 | 2 | ..... | 6 | 5 | ..... | ..... | 24 | 35 | 35 | 35 | 35 | 11 |
| 124 | 6 | 18 | ..... | ..... | 3 | 6 | ..... | ..... | 20 | 33 | 33 | 33 | 33 | 12 |
| 125 | 9 | 16 | ..... | ..... | 3 | 2 | ..... | ..... | 30 | 30 | 30 | 30 | 30 | 12 |
| 126 | 3 | 14 | ..... | ..... | ..... | 3 | 9 | 4 | 18 | 20 | 20 | 20 | 20 | 9 |
| 127 | 2 | 4 | 1 | ..... | 1 | 4 | 2 | ..... | 14 | 14 | 14 | 14 | 14 | ..... |
| 128 | 6 | 25 | 2 | ..... | 13 | ..... | 11 | 5 | 44 | 62 | 62 | 62 | 62 | 18 |
| 129 | 8 | 12 | ..... | ..... | ..... | 6 | 7 | ..... | 31 | 33 | 33 | 33 | 33 | 2 |
| | 811 | 2,565 | 276 | 52 | 728 | 450 | 708 | 163 | 4,380 | 5,610 | 5,667 | 5,436 | 5,388 | 2,038 |
| | 14.09 | 44.58 | 4.79 | .90 | 12.65 | 7.82 | 12.30 | 2.83 | 76.13 | 97.51 | 98.50 | 94.48 | 93.65 | 35.42 |

## CONTINUATION

### II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

| Continuation Schools—Con. | Number of Pupils in the Various Subjects—Concluded | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mediæval History | Modern History | Geography | Reading | Arithmetic and Mensuration | Algebra | Geometry | Trigonometry | French | German | Latin |
| 112 Tavistock | ..... | ..... | 17 | 17 | 17 | 17 | 17 | ..... | ..... | 17 | 17 |
| 113 Teeswaler | ..... | ..... | 34 | 34 | 34 | 46 | 46 | ..... | 42 | ..... | 45 |
| 114 Thamesville | ..... | ..... | 30 | 30 | 30 | 53 | 42 | ..... | 50 | 2 | 52 |
| 115 Thessalon | ..... | ..... | 36 | 36 | 36 | 48 | 48 | ..... | 16 | ..... | 24 |
| 116 Thornbury | ..... | ..... | 32 | 32 | 34 | 35 | 35 | ..... | 20 | 1 | 27 |
| 117 Tilbury | ..... | ..... | 16 | 16 | 16 | 29 | 29 | ..... | 29 | ..... | 28 |
| 118 Tottenham | ..... | ..... | 36 | 58 | 36 | 58 | 58 | ..... | 31 | ..... | 41 |
| 119 Tweed | ..... | ..... | 36 | 36 | 36 | 62 | 62 | ..... | 51 | ..... | 56 |
| 120 Wallaceburg | ..... | ..... | 47 | 47 | 47 | 81 | 34 | ..... | 20 | ..... | 68 |
| 121 Warkworth | ..... | ..... | 27 | 27 | 31 | 55 | 55 | ..... | 36 | ..... | 41 |
| 122 Webbwood | ..... | ..... | 11 | 17 | 12 | 17 | 17 | ..... | 17 | ..... | 17 |
| 123 West Lorne | ..... | ..... | 24 | 24 | 24 | 35 | 35 | ..... | ..... | ..... | 16 |
| 124 Westmeath | ..... | ..... | 20 | 20 | 20 | 33 | 33 | ..... | 15 | ..... | 18 |
| 125 Westport, R.C. Sep. Sch | ..... | ..... | 30 | 30 | 30 | 30 | 30 | ..... | 25 | ..... | 30 |
| 126 Westport | ..... | ..... | 18 | 18 | 18 | 20 | 20 | ..... | 19 | ..... | 20 |
| 127 Wheatley | ..... | ..... | 14 | 14 | 14 | 14 | 14 | ..... | 14 | ..... | 14 |
| 128 Winchester | ..... | ..... | 44 | 44 | 62 | 62 | 62 | ..... | 27 | ..... | 38 |
| 129 Wroxeter | ..... | ..... | 31 | 33 | 31 | 33 | 33 | ..... | 18 | ..... | 16 |
| Totals, 1911 | 11 | 5 | 3,966 | 4,240 | 4,350 | 5,624 | 5,417 | 10 | 3,401 | 165 | 4,385 |
| Percentages | .19 | .08 | 68.93 | 73.70 | 75.61 | 97.75 | 94.15 | .17 | 59.11 | 2.86 | 76.22 |

**SCHOOLS—Continued**

**AND IN THE VARIOUS SUBJECTS, ETC.—Concluded**

| | Number of Pupils in the Various Subjects—Concluded | | | | | | | | | | | Special Courses | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Zoology | Botany | Chemistry | Physics | Mineralogy | Writing | Bookkeeping | Stenography | Typewriting | Art | Physical Culture | Commercial | Agriculture | Art (Middle School) |
| 112 | 17 | 17 | 11 | 17 | ..... | 17 | 16 | ..... | ..... | 17 | ..... | ..... | .... | .... |
| 113 | 34 | 34 | 33 | 46 | ..... | 34 | 26 | ..... | ..... | 34 | 14 | ..... | .... | .... |
| 114 | 30 | 30 | 53 | 53 | ..... | 30 | 30 | ..... | ..... | 30 | ..... | ..... | .... | .... |
| 115 | 36 | 36 | 48 | 48 | ..... | 36 | 36 | 7 | ..... | 36 | ..... | ..... | .... | .... |
| 116 | 30 | 30 | 14 | 33 | ..... | 35 | 18 | ..... | ..... | 32 | ..... | ..... | .... | .... |
| 117 | 11 | 11 | 29 | 29 | ..... | 16 | 16 | 8 | 8 | 8 | ..... | 5 | .... | .... |
| 118 | 36 | 36 | 58 | 58 | ..... | 36 | 36 | ..... | ..... | 36 | ..... | ..... | .... | .... |
| 119 | 36 | 36 | 62 | 62 | ..... | 36 | 36 | ..... | ..... | 36 | ..... | ..... | .... | .... |
| 120 | 47 | 47 | 47 | 47 | ..... | 47 | 47 | ..... | ..... | 47 | ..... | ..... | .... | .... |
| 121 | 27 | 27 | 35 | 55 | ..... | 27 | 20 | ..... | ..... | 27 | ..... | ..... | .... | .... |
| 122 | 12 | 12 | 6 | 17 | ..... | 11 | 12 | ..... | ..... | 17 | 17 | ..... | .... | .... |
| 123 | 24 | 24 | 15 | 35 | ..... | 24 | 24 | ..... | ..... | 24 | 24 | ..... | 24 | .... |
| 124 | 20 | 20 | 22 | 33 | ..... | 20 | 20 | ..... | ..... | 20 | 33 | ..... | .... | .... |
| 125 | 30 | 30 | 30 | 30 | ..... | 30 | 30 | ..... | ..... | 30 | 30 | ..... | .... | .... |
| 126 | 18 | 18 | 10 | 20 | ..... | 18 | 18 | ..... | ..... | 18 | ..... | ..... | .... | .... |
| 127 | 14 | 14 | 14 | 14 | ..... | 14 | 14 | ..... | ..... | 14 | ..... | ..... | .... | .... |
| 128 | 44 | 44 | 62 | 62 | ..... | 21 | 21 | ..... | ..... | 44 | 62 | ..... | .... | .... |
| 129 | 25 | 25 | 24 | 24 | ..... | 31 | 31 | ..... | ..... | 31 | ..... | ..... | 31 | .... |
| | 3,550 | 3,687 | 4,015 | 5,300 | 47 | 3,564 | 3,413 | 94 | 80 | 3,890 | 1,663 | 81 | 125 | 51 |
| | 61.70 | 64.08 | 69.78 | 92.12 | .81 | 61.95 | 59.32 | 1.63 | 1.39 | 67.61 | 28.90 | 1.40 | 2.17 | .88 |

## CONTINUATION

### III. TABLE J—MISCELLANEOUS

| Continuation Schools | Brick, Stone or Frame School House | No. of Acres in Play-ground | Schools under Public School Board | Value of General Library | Scientific Apparatus | Biological Specimens | Charts, Maps and Globes | Art Models | Typewriters | Gymnasium, not including equipment | Equipment of Gymnasium | Aquarium or Herbarium |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| 1 Acton | S | 2 | 1 | 233 | 175 | .... | 31 | 31 | ..... | ..... | .... | .... |
| 2 Alliston | B | 4 | ..... | 361 | 523 | .... | 42 | 53 | ..... | ..... | .... | .... |
| 3 Alvinston | B | 1 | 1 | 227 | 288 | .... | 66 | 29 | ..... | ..... | .... | .... |
| 4 Amherstburg | B | 2 | ..... | 110 | 266 | .... | 10 | 23 | 215 | ..... | .... | .... |
| 5 Arkona | B | 2 | 1 | 150 | 150 | .... | 25 | 35 | ..... | ..... | .... | .... |
| 6 Ashton | F | .... | 1 | 60 | 100 | .... | 4 | 8 | ..... | ..... | .... | .... |
| 7 Avonmore | F | .... | 1 | 142 | 186 | .... | 32 | 37 | ..... | ..... | .... | .... |
| 8 Ayr | B | 5 | ..... | 110 | 237 | .... | 10 | 15 | ..... | ..... | .... | .... |
| 9 Bath | B | ½ | 1 | 10 | 193 | .... | ..... | 10 | ..... | ..... | .... | .... |
| 10 Beaverton | B | 2 | 1 | 25 | 225 | .... | 21 | 11 | 100 | ..... | .... | .... |
| 11 Beeton | B | 2 | 1 | 212 | 242 | .... | 37 | 17 | ..... | ..... | .... | .... |
| 12 Belmont | B | 2 | 1 | 196 | 209 | .... | 31 | 15 | ..... | ..... | .... | .... |
| 13 Blenheim | B | 1¼ | 1 | 321 | 429 | .... | 52 | 52 | ..... | ..... | .... | .... |
| 14 Blind River | F | ⅝ | 1 | 164 | 162 | .... | ..... | 15 | ..... | ..... | .... | .... |
| 15 Blyth | B | 2½ | 1 | 134 | 126 | .... | 25 | ..... | ..... | ..... | .... | .... |
| 16 Bothwell | B | 1½ | 1 | 184 | 116 | .... | 50 | ..... | ..... | ..... | .... | .... |
| 17 Bowesville | B | 2½ | 1 | 148 | 149 | .... | ..... | 17 | ..... | ..... | .... | .... |
| 18 Bracebridge | B | 1¾ | 1 | 379 | 642 | .... | 78 | 77 | ..... | ..... | .... | .... |
| 19 Bridgeburg | B | 1 | 1 | 79 | 254 | .... | 35 | 11 | 100 | ..... | .... | .... |
| 20 Bruce Mines | F | 2 | 1 | 203 | 314 | .... | 36 | 5 | ..... | ..... | .... | .... |
| 21 Brussels | B | ½ | 1 | 319 | 312 | .... | 115 | 67 | ..... | ..... | .... | .... |
| 22 Burk s Falls | B | 1 | 1 | 144 | 85 | .... | 25 | 32 | ..... | ..... | .... | .... |
| 23 Burlington | B | 2 | 1 | 115 | 201 | .... | 45 | 22 | ..... | ..... | .... | .... |
| 24 Cannington | B | 1 | 1 | 183 | 230 | .... | 19 | 12 | ..... | ..... | .... | .... |
| 25 Cardinal | F | ⅓ | 1 | 111 | 142 | .... | 67 | 35 | ..... | ..... | .... | .... |
| 26 Carp | B | 2 | 1 | 111 | 179 | .... | ..... | 10 | ..... | ..... | .... | .... |
| 27 Chesterville | B | 3 | ..... | 318 | 317 | .... | 72 | 63 | ..... | ..... | .... | .... |
| 28 Claremont | B | ½ | 1 | 245 | 253 | .... | 37 | 17 | ..... | ..... | .... | .... |
| 29 Coldwater | B | 1⅝ | 1 | 209 | 298 | .... | 32 | 27 | ..... | ..... | .... | .... |
| 30 Comber | B | .... | 1 | 85 | 188 | .... | 17 | 10 | ..... | ..... | .... | .... |
| 31 Cookstown | B | 2 | 1 | 206 | 389 | .... | 33 | 44 | ..... | ..... | .... | .... |
| 32 Crediton | B | ½ | 1 | 100 | 181 | .... | 17 | ..... | ..... | ..... | .... | .... |
| 33 Creemore | B | 1½ | 1 | 150 | 150 | .... | 10 | 6 | ..... | ..... | .... | .... |
| 34 Drayton | B | .... | 1 | 348 | 553 | 20 | 69 | 53 | ..... | ..... | .... | 3 |
| 35 Dresden | B | 1¾ | 1 | 177 | 285 | 7 | 12 | 25 | ..... | ..... | .... | .... |
| 36 Drumbo | B | 2½ | 1 | 51 | 115 | 5 | ..... | 4 | ..... | ..... | .... | .... |
| 37 Dundalk | B | 2 | 1 | 150 | 150 | .... | 27 | 26 | ..... | ..... | .... | .... |
| 38 Durham | B | 1 | ..... | 421 | 441 | .... | 50 | 54 | ..... | ..... | .... | .... |
| 39 Eganville R.C. Sep.S | S | 3 | 1 | 281 | 150 | .... | 25 | 25 | 240 | 3,500 | 500 | .... |
| 40 Ennismore | F | 2 | 1 | 181 | 187 | .... | 20 | ..... | ..... | ..... | .... | .... |
| 41 Erin | S,B | ½ | 1 | 112 | 265 | .... | 33 | 17 | ..... | ..... | .... | .... |
| 42 Exeter | B | ¼ | 1 | 488 | 480 | .... | 75 | 95 | 125 | ..... | .... | .... |
| 43 Fenelon Falls | B | .... | 1 | 153 | 153 | .... | 30 | 17 | ..... | ..... | .... | .... |
| 44 Feversham | B | ¾ | 1 | 101 | 89 | .... | 18 | 10 | ..... | ..... | .... | .... |
| 45 Finch | F | 2 | 1 | 188 | 183 | .... | 25 | 25 | ..... | ..... | .... | .... |
| 46 Fitzroy Harbour | B | 1 | 1 | 162 | 184 | .... | 24 | 9 | ..... | ..... | .... | .... |
| 47 Flesherton | B | .... | ..... | 164 | 269 | .... | 47 | 31 | ..... | ..... | .... | .... |
| 48 Fort Frances | F | 2½ | 1 | 157 | 236 | .... | 35 | 17 | ..... | ..... | .... | .... |
| 49 Gore Bay | F | 1½ | 1 | 65 | 130 | .... | ..... | ..... | ..... | ..... | .... | .... |
| 50 Grand Valley | B | .... | 1 | 170 | 208 | 25 | 10 | 25 | ..... | ..... | .... | .... |
| 51 Hanover | B | 3 | 1 | 307 | 316 | .... | 52 | 52 | ..... | ..... | .... | .... |
| 52 Harrow | B | .... | 1 | 131 | 130 | .... | 25 | 25 | ..... | ..... | .... | .... |
| 53 Havelock | B | ½ | 1 | 145 | 235 | .... | 7 | 9 | ..... | ..... | .... | .... |
| 54 Highgate | B | 1¾ | 1 | 186 | 215 | .... | 16 | 29 | ..... | ..... | .... | .... |

## SCHOOLS—Continued

### INFORMATION

| | Equipment | | Religious and other Exercises | | | | | Destination of Pupils | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pictures | Total value of General Equipment | Schools using authorized Scripture Readings | Schools opened with Prayer | Schools closed with Prayer | Schools using the Bible | Commencement Exercises | Commerce | Agriculture | Law, Medicine or the Church | Teaching | The Trades | Other occupation | Without occupation |
| | $ | $ | | | | | | | | | | | | |
| 1 | .... | 470 | ..... | 1 | 1 | 1 | ..... | 1 | 3 | 2 | 4 | 5 | 1 | ..... |
| 2 | .... | 979 | ..... | 1 | ..... | ..... | ..... | 6 | 4 | .... | 6 | ..... | 5 | 6 |
| 3 | .... | 610 | ..... | 1 | ..... | ..... | ..... | 2 | 1 | 1 | 3 | 6 | 2 | 4 |
| 4 | .... | 624 | 1 | 1 | ..... | ..... | 1 | 8 | ..... | 2 | 4 | ..... | ..... | 5 |
| 5 | .... | 360 | 1 | 1 | ..... | 1 | ..... | ..... | 1 | .... | ..... | ..... | 2 | ..... |
| 6 | .... | 172 | 1 | 1 | ..... | 1 | ..... | ..... | 1 | .... | ..... | ..... | 1 | ..... |
| 7 | .... | 397 | ..... | 1 | ..... | 1 | ..... | 2 | 5 | 1 | 2 | ..... | 1 | 1 |
| 8 | .... | 372 | ..... | 1 | ..... | 1 | ..... | 2 | 6 | .... | ..... | ..... | ..... | ..... |
| 9 | .... | 213 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | .... | ..... | ..... | 12 | ..... |
| 10 | .... | 382 | 1 | 1 | ..... | ..... | ..... | 5 | ..... | .... | 5 | ..... | 10 | ..... |
| 11 | .... | 508 | 1 | 1 | ..... | 1 | 1 | 1 | ..... | .... | 6 | ..... | ..... | ..... |
| 12 | 5 | 456 | 1 | 1 | ..... | ..... | ..... | 2 | 2 | .... | 4 | 1 | 6 | 1 |
| 13 | .... | 854 | ..... | 1 | ..... | 1 | ..... | 6 | 8 | 2 | ..... | 1 | 6 | 4 |
| 14 | 6 | 347 | ..... | 1 | ..... | ..... | ..... | 1 | ..... | .... | ..... | ..... | 1 | 3 |
| 15 | .... | 285 | ..... | 1 | ..... | 1 | ..... | 2 | ..... | .... | 3 | 3 | 3 | 2 |
| 16 | .... | 350 | 1 | 1 | ..... | ..... | ..... | 3 | 2 | 1 | ..... | ..... | 8 | 3 |
| 17 | .... | 314 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .... | ..... | ..... | ..... | 1 |
| 18 | .... | 1,176 | ..... | 1 | ..... | ..... | ..... | 2 | ..... | .... | 8 | 3 | 10 | ..... |
| 19 | 20 | 499 | ..... | 1 | ..... | 1 | ..... | 12 | ..... | .... | 4 | 3 | 4 | ..... |
| 20 | .... | 558 | 1 | 1 | 1 | 1 | ..... | 1 | ..... | 2 | 4 | ..... | 3 | 3 |
| 21 | .... | 813 | 1 | 1 | ..... | 1 | ..... | 2 | 4 | 5 | 7 | 5 | ..... | 3 |
| 22 | .... | 286 | ..... | 1 | ..... | ..... | 1 | 4 | ..... | .... | 4 | 4 | 2 | 1 |
| 23 | .... | 383 | ..... | 1 | ..... | ..... | ..... | 1 | 4 | .... | 1 | ..... | 11 | ..... |
| 24 | .... | 444 | ..... | 1 | ..... | 1 | ..... | 2 | 4 | .... | 4 | 4 | 6 | ..... |
| 25 | .... | 355 | 1 | 1 | ..... | 1 | ..... | 1 | ..... | .... | ..... | 1 | ..... | 2 |
| 26 | .... | 300 | 1 | 1 | ..... | ..... | ..... | ..... | 1 | 1 | 4 | ..... | 5 | ..... |
| 27 | .... | 770 | ..... | 1 | ..... | ..... | ..... | ..... | 2 | .... | 2 | ..... | 8 | 5 |
| 28 | .... | 552 | ..... | 1 | ..... | 1 | ..... | ..... | 4 | 1 | 1 | ..... | 1 | ..... |
| 29 | 3 | 569 | ..... | 1 | ..... | 1 | ..... | ..... | ..... | .... | 1 | ..... | 5 | 3 |
| 30 | 10 | 310 | ..... | 1 | ..... | ..... | ..... | 2 | 3 | .... | 1 | 1 | 4 | ..... |
| 31 | .... | 672 | 1 | 1 | ..... | ..... | ..... | 1 | 2 | .... | 3 | ..... | 3 | ..... |
| 32 | .... | 298 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | .... | 3 | ..... | 9 | ..... |
| 33 | 5 | 321 | 1 | 1 | 1 | 1 | ..... | ..... | ..... | .... | 1 | 1 | 5 | ..... |
| 34 | 10 | 1,056 | ..... | 1 | ..... | ..... | ..... | 5 | 9 | 3 | 10 | 2 | 5 | ..... |
| 35 | .... | 506 | 1 | 1 | ..... | ..... | ..... | 5 | 10 | 1 | 6 | 5 | ..... | ..... |
| 36 | 3 | 178 | 1 | 1 | ..... | 1 | ..... | ..... | ..... | .... | 8 | ..... | 1 | 3 |
| 37 | .... | 353 | 1 | 1 | 1 | ..... | ..... | ..... | 2 | .... | ..... | ..... | 3 | ..... |
| 38 | .... | 966 | 1 | 1 | ..... | 1 | 1 | 4 | 1 | .... | 5 | 3 | 11 | ..... |
| 39 | 29 | 4,750 | 1 | 1 | 1 | 1 | 1 | ..... | 1 | .... | ..... | ..... | 7 | ..... |
| 40 | 15 | 403 | ..... | 1 | 1 | ..... | ..... | ..... | 2 | .... | 2 | ..... | 1 | ..... |
| 41 | 30 | 457 | 1 | 1 | ..... | 1 | ..... | 3 | 2 | .... | 3 | 1 | ..... | ..... |
| 42 | 40 | 1,303 | 1 | 1 | ..... | 1 | ..... | 12 | 7 | 1 | 9 | 1 | 5 | 3 |
| 43 | .... | 353 | ..... | 1 | ..... | ..... | ..... | 4 | 2 | .... | 2 | ..... | 4 | ..... |
| 44 | .... | 218 | 1 | 1 | 1 | 1 | ..... | ..... | ..... | .... | ..... | ..... | ..... | ..... |
| 45 | .... | 421 | ..... | 1 | ..... | 1 | ..... | 2 | ..... | .... | ..... | ..... | 1 | ..... |
| 46 | .... | 379 | ..... | 1 | 1 | ..... | ..... | 1 | 2 | .... | 1 | ..... | 1 | ..... |
| 47 | .... | 511 | ..... | 1 | ..... | 1 | ..... | 6 | 1 | 1 | 3 | 2 | 1 | 2 |
| 48 | .... | 445 | ..... | 1 | ..... | 1 | ..... | 1 | ..... | .... | 3 | ..... | 1 | 2 |
| 49 | .... | 195 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | .... | 9 | 2 | 1 | 8 |
| 50 | .... | 438 | 1 | 1 | ..... | 1 | ..... | ..... | 5 | 1 | ..... | ..... | ..... | 1 |
| 51 | .... | 727 | ..... | 1 | 1 | 1 | ..... | 2 | 3 | 3 | 3 | 1 | 2 | 2 |
| 52 | .... | 311 | ..... | 1 | 1 | 1 | ..... | 1 | 3 | .... | ..... | ..... | 7 | 5 |
| 53 | 4 | 400 | ..... | 1 | ..... | 1 | ..... | 3 | 3 | 1 | 2 | ..... | 4 | 3 |
| 54 | 10 | 456 | 1 | 1 | ..... | ..... | ..... | ..... | 5 | .... | 1 | ..... | 5 | ..... |

## CONTINUATION

### III. TABLE J—MISCELLANEOUS

| Continuation Schools | Brick, Stone or Frame School House | No. of Acres in Playground | Schools under Public School Board | Value of General Library | Scientific Apparatus | Biological Specimens | Charts, Maps and Globes | Art Models | Typewriters | Gymnasium, not including Equipment | Equipment of Gymnasium | Aquarium or Herbarium |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| 55 Huntsville | B | 2 | 1 | 309 | 491 | .... | 58 | 44 | ..... | ..... | .... | .... |
| 56 Jarvis | B | 1½ | 1 | 87 | 138 | .... | 21 | 27 | ..... | ..... | .... | .... |
| 57 Jockvale | B | .... | 1 | 109 | 130 | .... | ..... | 2 | ..... | ..... | .... | .... |
| 58 Kars | B | 4½ | 1 | 88 | 89 | .... | 32 | 10 | ..... | ..... | .... | .... |
| 59 Keewatin | B | 1½ | 1 | 50 | 278 | .... | ..... | 25 | ..... | ..... | .... | .... |
| 60 Kenmore | F | .... | 1 | 119 | 100 | .... | ..... | 15 | ..... | ..... | .... | .... |
| 61 Kinburn | F | 1 | 1 | 150 | 158 | .... | 29 | 29 | ..... | ..... | .... | .... |
| 62 Lakefield | B | 2½ | 1 | 199 | 235 | .... | 44 | 24 | ..... | ..... | .... | .... |
| 63 Lanark | S | .... | 1 | 313 | 311 | .... | 55 | 41 | ..... | ..... | .... | .... |
| 64 Little Current | F | 5 | 1 | 166 | 174 | .... | 53 | ..... | ..... | ..... | .... | .... |
| 65 Lucknow | B | 2 | 1 | 330 | 325 | .... | 32 | 22 | ..... | ..... | .... | .... |
| 66 Malakoff | B | 1 | 1 | 118 | 113 | .... | 17 | 3 | ..... | ..... | .... | .... |
| 67 Manitowaning | F | 4 | 1 | 48 | 110 | .... | 7 | 7 | ..... | ..... | .... | .... |
| 68 Manotick | F | ¼ | 1 | 110 | 131 | .... | 23 | 12 | ..... | ..... | .... | .... |
| 69 Markdale | B | 2 | ..... | 156 | 181 | .... | 40 | 37 | ..... | ..... | .... | .... |
| 70 Maxville | B | 3 | 1 | 175 | 194 | .... | 15 | 17 | ..... | ..... | .... | .... |
| 71 Melbourne | B | 1¼ | 1 | 167 | 128 | .... | 25 | 24 | ..... | ..... | .... | .... |
| 72*Merlin | B | 1 | 1 | 46 | 37 | 7 | 28 | ..... | ..... | ..... | .... | .... |
| 73 Merrickville | B | 1 | 1 | 255 | 150 | .... | 35 | 23 | ..... | ..... | .... | .... |
| 74 Metcalfe | B | 2 | 1 | 200 | 170 | .... | 37 | 9 | ..... | ..... | .... | .... |
| 75 Millbrook | B | 2 | 1 | 337 | 311 | .... | 52 | 50 | ..... | ..... | .... | .... |
| 76 Milton | S | .... | 1 | 327 | 306 | .... | 87 | 18 | ..... | ..... | .... | .... |
| 77 Morewood | B | 3 | ..... | 329 | 306 | .... | 51 | 50 | ..... | ..... | .... | .... |
| 78 Mount Albert | B | 2½ | 1 | 312 | 324 | .... | 52 | 53 | ..... | ..... | .... | .... |
| 79 Munster | F | .... | 1 | 44 | 70 | .... | 6 | ..... | ..... | ..... | .... | .... |
| 80 New Hamburg | B | 2 | 1 | 179 | 226 | .... | 32 | 31 | ..... | ..... | .... | 3 |
| 81 New Liskeard | F | .... | 1 | 252 | 315 | .... | 79 | 37 | ..... | ..... | .... | .... |
| 82 North Augusta | S | .... | 1 | 125 | 144 | .... | 55 | 15 | ..... | ..... | .... | .... |
| 83 North Gower | B | 1¼ | 1 | 177 | 153 | .... | 29 | 28 | ..... | ..... | .... | .... |
| 84 Norwich | B | 1 | 1 | 240 | 175 | .... | 20 | 25 | ..... | ..... | .... | 3 |
| 85 Odessa | B | 2 | 1 | 189 | 173 | .... | 50 | 19 | ..... | ..... | .... | .... |
| 86 Oil Springs | B | 2½ | 1 | 160 | 212 | .... | 25 | 15 | ..... | ..... | .... | .... |
| 87 Orono | B | 15½ | 1 | 108 | 125 | .... | 21 | 7 | ..... | ..... | .... | .... |
| 88 Paisley | B | ½ | 1 | 324 | 532 | .... | 56 | 61 | ..... | ..... | .... | .... |
| 89 Pakenham | S | 2 | 1 | 144 | 89 | .... | 58 | 23 | ..... | ..... | .... | .... |
| 90 Palmerston | B | 1 | 1 | 314 | 312 | .... | 58 | 50 | ..... | ..... | .... | .... |
| 91 Parry Sound | B | 1 | 1 | 350 | 488 | 27 | 46 | 59 | ..... | ..... | .... | .... |
| 92 Plattsville | B | ½ | 1 | 87 | 119 | .... | 6 | 25 | ..... | ..... | .... | .... |
| 93 Port Burwell | F | 1 | 1 | 168 | 180 | .... | 9 | 23 | ..... | ..... | .... | .... |
| 94 Powassan | B | 3 | 1 | 58 | 223 | .... | 19 | 6 | ..... | ..... | .... | .... |
| 95 Princeton | B | 2 | 1 | 220 | 117 | .... | 24 | 25 | ..... | ..... | .... | .... |
| 96 Richard's Landing | F | ¼ | ..... | 97 | 110 | .... | 21 | 12 | ..... | ..... | .... | .... |
| 97 Richmond | F | 1½ | 1 | 80 | 98 | .... | 10 | 17 | ..... | ..... | .... | .... |
| 98 Ridgeway | B | 1 | 1 | 84 | 190 | .... | 5 | 23 | ..... | ..... | .... | .... |
| 99 Ripley | B | ⅘ | 1 | 288 | 206 | .... | 32 | 17 | ..... | ..... | .... | .... |
| 100 Rodney | B | .... | 1 | 162 | 224 | .... | 40 | 25 | ..... | ..... | .... | .... |
| 101 Russell | B | 2 | 1 | 177 | 168 | .... | 66 | 34 | ..... | ..... | .... | .... |
| 102 St. George | B | 4 | 1 | 171 | 151 | .... | 41 | 30 | ..... | ..... | .... | .... |
| 103 Schomberg | B | 1 | 1 | 88 | 111 | .... | 15 | 17 | ..... | ..... | .... | .... |
| 104 Shelburne | B | 1½ | 1 | 322 | 469 | 6 | 39 | 72 | 180 | ..... | .... | .... |
| 105 Southampton | B | 1 | 1 | 281 | 353 | .... | 62 | 36 | 60 | ..... | .... | 25 |
| 106 Spencerville | S | ¼ | 1 | 114 | 191 | .... | 35 | 31 | ..... | ..... | .... | .... |
| 107 Springfield | B | .... | 1 | 154 | 140 | .... | 30 | 31 | ..... | ..... | .... | .... |
| 108 Stayner | B | 2 | 1 | 155 | 265 | .... | 35 | 24 | ..... | ..... | .... | .... |

* Opened in September

## SCHOOLS—Continued

### INFORMATION—Continued

| Equipment | | Religious and other Exercises. | | | | | Destination of Pupils | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pictures | Total value of General Equipment | Schools using authorized Scripture Readings | Schools opened with Prayer | Schools closed with Prayer | Schools using the Bible | Commencement Exercises | Commerce | Agriculture | Law, Medicine or the Church | Teaching | The Trades | Other occupations | Without occupation |
| $ | $ | | | | | | | | | | | | |
| 55.... | 902 | ..... | 1 | ..... | 1 | ..... | 2 | 2 | 1 | 5 | 1 | ..... | 9 |
| 56.... | 273 | 1 | 1 | 1 | ..... | ..... | 1 | 3 | .... | 14 | ..... | 3 | 3 |
| 57.... | 241 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | .... | ..... | ..... | 1 | 5 |
| 58.... | 219 | ..... | 1 | 1 | 1 | ..... | ..... | ..... | .... | ..... | ..... | 3 | ..... |
| 59.... | 353 | ..... | 1 | ..... | ..... | ..... | 1 | ..... | .... | 3 | ..... | 2 | 2 |
| 60.... | 234 | ..... | 1 | ..... | 1 | ..... | ..... | 1 | .... | ..... | ..... | 2 | ..... |
| 61.... | 366 | ..... | 1 | ..... | 1 | ..... | ..... | ..... | .... | ..... | ..... | 9 | ..... |
| 62.... | 502 | ..... | 1 | ..... | 1 | ..... | 2 | 1 | 1 | 3 | 2 | 8 | 2 |
| 63.... | 720 | 1 | 1 | ..... | ..... | ..... | 5 | 1 | .... | 6 | 1 | 2 | 4 |
| 64 4 | 397 | ..... | 1 | ..... | 1 | ..... | 2 | ..... | .... | 2 | ..... | ..... | ..... |
| 65 5 | 714 | 1 | 1 | ..... | ..... | 1 | 1 | 3 | .... | 4 | 2 | 6 | 1 |
| 66 1 | 252 | ..... | 1 | ..... | 1 | ..... | ..... | 2 | .... | 2 | ..... | ..... | ..... |
| 67.... | 172 | ..... | 1 | ..... | 1 | ..... | ..... | ..... | .... | 2 | ..... | 6 | 2 |
| 68.... | 276 | ..... | 1 | ..... | 1 | ..... | ..... | 1 | 3 | 6 | 2 | 2 | ..... |
| 69.... | 414 | ..... | 1 | ..... | 1 | ..... | 4 | 1 | .... | 3 | ..... | 1 | 8 |
| 70.... | 401 | ..... | 1 | ..... | ..... | 1 | 1 | 1 | .... | ..... | 2 | 4 | 5 |
| 71 20 | 364 | ..... | 1 | ..... | 1 | ..... | ..... | 4 | .... | ..... | 2 | 4 | ..... |
| 72 5 | 123 | 1 | 1 | ..... | 1 | ..... | ..... | ..... | .... | ..... | ..... | ..... | 3 |
| 73.... | 463 | ..... | 1 | ..... | 1 | ..... | 1 | ..... | .... | ..... | ..... | 8 | ..... |
| 74 10 | 426 | 1 | 1 | ..... | 1 | ..... | ..... | 2 | .... | 4 | ..... | 2 | ..... |
| 75 3 | 753 | ..... | 1 | ..... | 1 | ..... | 5 | 4 | 1 | 3 | 1 | 4 | 2 |
| 76.... | 738 | 1 | 1 | 1 | ..... | 1 | 5 | 1 | .... | 1 | 3 | 13 | 5 |
| 77.... | 736 | ..... | 1 | ..... | 1 | ..... | ..... | 4 | .... | 2 | ..... | 1 | ..... |
| 78.... | 741 | ..... | 1 | 1 | 1 | 1 | ..... | ..... | .... | 1 | ..... | 5 | ..... |
| 79.... | 120 | 1 | 1 | ..... | 1 | ..... | ..... | ..... | .... | ..... | ..... | ..... | ..... |
| 80 1 | 472 | 1 | 1 | ..... | ..... | ..... | ..... | 1 | .... | ..... | ..... | 1 | ..... |
| 81.... | 683 | ..... | 1 | ..... | 1 | ..... | 6 | 3 | .... | 2 | 1 | 8 | 3 |
| 82.... | 339 | ..... | 1 | ..... | ..... | ..... | ..... | 3 | .... | 2 | ..... | ..... | ..... |
| 83.... | 387 | ..... | 1 | 1 | 1 | ..... | ..... | 4 | .... | 3 | ..... | 1 | ..... |
| 84.... | 463 | ..... | 1 | ..... | 1 | ..... | 1 | 1 | 1 | 2 | 1 | 4 | 2 |
| 85.... | 431 | 1 | 1 | 1 | 1 | ..... | ..... | ..... | .... | ..... | ..... | 2 | ..... |
| 86.... | 412 | ..... | 1 | ..... | 1 | ..... | 2 | 2 | 1 | 3 | 5 | ..... | ..... |
| 87.... | 261 | 1 | 1 | ..... | 1 | ..... | 2 | 3 | .... | ..... | ..... | 1 | 3 |
| 88 12 | 985 | ..... | 1 | 1 | ..... | ..... | 3 | 1 | .... | 9 | 1 | ..... | ..... |
| 89.... | 314 | ..... | 1 | 1 | ..... | 1 | 4 | 5 | .... | 2 | ..... | 1 | ..... |
| 90 24 | 758 | ..... | 1 | ..... | 1 | ..... | ..... | 2 | .... | 8 | ..... | 2 | 1 |
| 91.... | 970 | 1 | 1 | 1 | 1 | 1 | 1 | ..... | .... | 6 | ..... | ..... | ..... |
| 92.... | 237 | 1 | 1 | 1 | 1 | ..... | 2 | 1 | .... | 4 | ..... | 3 | 4 |
| 93.... | 380 | 1 | 1 | ..... | 1 | ..... | ..... | 1 | .... | 2 | ..... | 4 | 5 |
| 94 10 | 316 | 1 | 1 | 1 | 1 | 1 | 1 | ..... | 1 | 1 | 1 | 1 | 1 |
| 95 4 | 390 | 1 | 1 | 1 | ..... | ..... | 1 | ..... | 1 | ..... | ..... | ..... | 4 |
| 96.... | 240 | ..... | 1 | ..... | 1 | ..... | ..... | 1 | .... | 5 | ..... | 3 | 2 |
| 97.... | 205 | ..... | 1 | 1 | 1 | ..... | ..... | ..... | .... | 1 | ..... | 3 | 3 |
| 98.... | 302 | ..... | 1 | ..... | ..... | ..... | ..... | 1 | .... | 1 | ..... | 1 | 1 |
| 99.... | 543 | 1 | 1 | ..... | ..... | ..... | ..... | 1 | .... | 3 | ..... | ..... | 1 |
| 100.... | 451 | ..... | 1 | ..... | ..... | ..... | 1 | 2 | 2 | 3 | ..... | ..... | ..... |
| 101.... | 445 | ..... | 1 | ..... | 1 | ..... | ..... | 1 | .... | ..... | 1 | 7 | ..... |
| 102.... | 393 | ..... | 1 | ..... | 1 | ..... | 1 | 4 | .... | ..... | 1 | 1 | 2 |
| 103.... | 231 | 1 | 1 | ..... | 1 | ..... | 1 | 1 | .... | ..... | ..... | 2 | ..... |
| 104 15 | 1,103 | ..... | 1 | ..... | 1 | ..... | 7 | 2 | 1 | 3 | ..... | 15 | ..... |
| 105.... | 817 | 1 | 1 | ..... | 1 | ..... | 2 | ..... | 1 | 2 | ..... | 2 | ..... |
| 106.... | 371 | ..... | 1 | ..... | 1 | ..... | ..... | ..... | .... | 2 | 3 | ..... | 1 |
| 107.... | 355 | ..... | 1 | 1 | 1 | ..... | ..... | 2 | .... | 2 | 1 | 2 | ..... |
| 108.... | 479 | 1 | 1 | 1 | 1 | ..... | 4 | 2 | .... | 4 | 1 | 4 | 2 |

## CONTINUATION

### III. TABLE J— MISCELLANEOUS

| Continuation Schools—Concluded | Brick, Stone or Frame School House | No. of Acres in Playground | Schools under Public School Board | Value of General Library | Scientific Apparatus | Biological Specimens | Charts, Maps and Globes | Art Models | Typewriters | Gymnasium, not including equipment | Equipment of Gymnasium | Aquarium or Herbarium |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| 109 Stella | F | 1 | 1 | 7 | 52 | .... | ..... | 8 | ..... | ..... | .... | .... |
| 110 Stouffville | B | 1½ | 1 | 89 | 170 | .... | 43 | 32 | ..... | ..... | .... | .... |
| 111*Tara | B | ½ | 1 | 50 | 67 | .... | 68 | 13 | ..... | ..... | .... | .... |
| 112 Tavistock | B | .... | 1 | 157 | 227 | .... | 10 | 24 | ..... | ..... | .... | .... |
| 113 Teeswater | B | 1 1-5 | 1 | 213 | 202 | .... | 48 | 25 | ..... | ..... | .... | .... |
| 114 Thamesville | B | 2 | 1 | 307 | 300 | .... | 14 | 10 | ..... | ..... | .... | .... |
| 115 Thessalon | B | .... | 1 | 209 | 275 | .... | 80 | 31 | ..... | ..... | .... | .... |
| 116 Thornbury | B | 1 | 1 | 79 | 179 | .... | 23 | 23 | ..... | ..... | .... | .... |
| 117 Tilbury | B | 1 | 1 | 159 | 262 | .... | 60 | 36 | 40 | ..... | 20 | .... |
| 118 Tottenham | B | 2 | 1 | 300 | 300 | .... | 50 | 50 | ..... | ..... | .... | .... |
| 119 Tweed | B | 2 | 1 | 171 | 160 | .... | 12 | 26 | ..... | ..... | .... | .... |
| 120 Wallaceburg | B | 4 | 1 | 327 | 330 | .... | 68 | 56 | ..... | ..... | .... | .... |
| 121 Warkworth | B | ½ | 1 | 311 | 318 | .... | 51 | 50 | ..... | ..... | .... | .... |
| 122 Webbwood | B | 2 | 1 | 50 | 100 | .... | 45 | 20 | ..... | ..... | .... | .... |
| 123 West Lorne | B | 2 | 1 | 170 | 170 | 1 | 22 | 25 | ..... | ..... | .... | .... |
| 124 Westmeath | B | 2 | 1 | 120 | 171 | .... | 27 | 12 | ..... | ..... | .... | .... |
| 125 Westport R.C.Sep.S | B | 1½ | 1 | 172 | 150 | .... | 23 | 24 | ..... | ..... | .... | .... |
| 126 Westport | B | 1 | 1 | 260 | 66 | .... | 7 | 27 | ..... | ..... | .... | .... |
| 127*Wheatley | B | .... | 1 | 119 | 85 | .... | 26 | 9 | ..... | ..... | .... | .... |
| 128 Winchester | B | 2 | ..... | 288 | 264 | .... | 53 | 35 | ..... | ..... | .... | .... |
| 129 Wroxeter | B | 5 | 1 | 189 | 171 | 2 | 27 | 7 | ..... | ..... | .... | .... |
| Totals, 1911 | .... | .... | 119 | 23,441 | 28,123 | 100 | 4,248 | 3,257 | 1,060 | 3,500 | 520 | 34 |
| Percentages | .... | .... | 92.24 | 36.23 | 43.47 | .15 | 6.56 | 5.03 | 1.63 | 5.41 | .80 | .05 |

*Opened in September.

## SCHOOLS—Concluded

### INFORMATION—Concluded

| Equipment | | Religious and other Exercises | | | | | Destination of Pupils | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pictures | Total value of General Equipment | Schools using authorized Scripture Readings | Schools opened with Prayer | Schools closed with Prayer | Schools using the Bible | Commencement Exercises | Commerce | Agriculture | Law, Medicine or the Church | Teaching | The Trades | Other occupations | Without occupation |
| $ | $ | | | | | | | | | | | | |
| 109 ... | 67 | ..... | 1 | 1 | 1 | ..... | ..... | 1 | .... | 2 | ..... | ..... | ..... |
| 110 ... | 334 | ..... | 1 | ..... | ..... | ..... | 3 | ..... | 1 | 1 | ..... | ..... | 14 |
| 111 ... | 198 | ..... | 1 | ..... | 1 | ..... | ..... | ..... | .... | ..... | ..... | ..... | ..... |
| 112 4 | 422 | 1 | 1 | ..... | ..... | 1 | ..... | 1 | .... | ..... | ..... | 5 | 2 |
| 113 ... | 488 | 1 | 1 | ..... | ..... | ..... | 3 | 1 | .... | 2 | 1 | 6 | ..... |
| 114 10 | 641 | 1 | 1 | 1 | 1 | ..... | ..... | ..... | .... | 3 | 2 | ..... | ..... |
| 115 10 | 605 | ..... | 1 | ..... | ..... | ..... | 2 | 3 | .... | 7 | ..... | 9 | 6 |
| 116 ... | 304 | ..... | 1 | ..... | 1 | ..... | 1 | 4 | .... | 1 | ..... | 4 | 2 |
| 117 22 | 599 | ..... | 1 | ..... | ..... | ..... | 1 | ..... | 1 | ..... | 1 | 4 | 3 |
| 118 5 | 705 | ..... | 1 | 1 | 1 | ..... | ..... | 2 | 2 | 2 | 2 | ..... | ..... |
| 119 4 | 373 | ..... | 1 | 1 | 1 | ..... | 4 | ..... | .... | 4 | 3 | ..... | ..... |
| 120 ... | 781 | 1 | 1 | ..... | ..... | 1 | 7 | 1 | 1 | 2 | ..... | 17 | ..... |
| 121 ... | 730 | 1 | 1 | ..... | 1 | ..... | 3 | ..... | .... | 3 | ..... | 1 | 1 |
| 122 ... | 215 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | .... | ..... | ..... | 1 | ..... |
| 123 25 | 413 | 1 | 1 | ..... | 1 | ..... | 2 | ..... | .... | 1 | 3 | 7 | 2 |
| 124 ... | 330 | 1 | 1 | ..... | 1 | 1 | 3 | 2 | .... | 1 | ..... | ..... | 1 |
| 125 10 | 379 | ..... | 1 | 1 | ..... | 1 | 1 | 2 | 2 | 5 | ..... | 2 | ..... |
| 126 ... | 360 | 1 | 1 | ..... | ..... | ..... | 1 | ..... | .... | 7 | 2 | ..... | ..... |
| 127 4 | 243 | ..... | 1 | ..... | 1 | ..... | ..... | ..... | .... | ..... | ..... | ..... | ..... |
| 128 ... | 640 | ..... | 1 | ..... | 1 | ..... | ..... | ..... | .... | 1 | 1 | 6 | 6 |
| 129 9 | 405 | ..... | 1 | ..... | ..... | 1 | 1 | 1 | .... | ..... | ..... | 3 | ..... |
| 407 | 64,690 | 52 | 128 | 30 | 79 | 17 | 219 | 208 | 50 | 325 | 102 | 413 | 199 |
| .62 | ..... | 40.31 | 99.22 | 23.25 | 61.24 | 13.17 | 14.44 | 13.72 | 3.29 | 21.43 | 6.72 | 27.24 | 13.12 |

## COLLEGIATE INSTITUTES

### I. TABLE K—FIN-

| Collegiate Institutes | Legislative Grants | Municipal Grants (county) | Municipal Grants (local) |
|---|---|---|---|
| | | | Re- |
| | $ c. | $ c. | $ c. |
| 1 Barrie | 1,281 05 | 2,340 60 | 4,389 20 |
| 2 Berlin | 3,089 98 | 5,568 18 | 9,831 47 |
| 3 Brantford | 2,840 91 | 1,500 00 | 16,000 00 |
| 4 Brockville | 1,493 98 | 3,000 00 | 12,000 00 |
| 5 Chatham | 1,455 08 | 2,948 19 | 9,553 91 |
| 6 Clinton | 1,124 96 | 2,984 60 | 2,000 00 |
| 7 Cobourg | 1,480 45 | 2,814 32 | 5,175 00 |
| 8 Collingwood | 2,704 24 | 2,329 98 | 8,827 00 |
| 9 Fort William | 3,138 00 | ..... | 11,217 22 |
| 10 Galt | 3,831 32 | 5,693 26 | 8,500 00 |
| 11 Goderich | 1,375 15 | 3,012 00 | 3,200 00 |
| 12 Guelph | 1,485 17 | ..... | 11,267 71 |
| 13 Hamilton | 2,2 6 00 | ..... | 44,627 21 |
| 14 Ingersoll | 1, 76 55 | 3,511 59 | 4,014 00 |
| 15 Kingston | 2,002 60 | ..... | 14,350 00 |
| 16 Lindsay | 2,723 84 | 4,690 31 | 6,223 97 |
| 17 London | 1,724 76 | 6,031 40 | 41,636 11 |
| 18 Morrisburg | 2,624 44 | 4,146 08 | 3,089 30 |
| 19 Napanee | 1,394 70 | 7,145 80 | 4,000 00 |
| 20 Niagara Falls | 1,429 60 | 1,531 01 | 10,500 00 |
| 21 Orillia | 1,491 92 | 2,320 45 | 5,500 00 |
| 22 Ottawa | 1,624 50 | ..... | 43,359 84 |
| 23 Owen Sound | 2,236 30 | 4,453 92 | 10,300 00 |
| 24 Perth | 2,586 30 | 2,913 86 | 4,685 87 |
| 25 Peterborough | 1,368 39 | ..... | 20,300 00 |
| 26 Picton | 2,671 09 | 5,129 23 | 6,500 00 |
| 27 Port Arthur | 3,217 40 | ..... | 28,063 15 |
| 28 Renfrew | 1,223 87 | 1,223 87 | 9,388 92 |
| 29 Ridgetown | 1,095 75 | 2,388 19 | 2,600 00 |
| 30 St. Catharines | 1,352 00 | 983 02 | 7,800 00 |
| 31 St. Mary's | 1,227 64 | 1,800 39 | 4,573 66 |
| 32 St. Thomas | 1,481 33 | 3,206 46 | 14,000 00 |
| 33 Sarnia | 1,492 85 | 2,287 41 | 10,469 33 |
| 34 Seaforth | 1,242 98 | 3,623 30 | 2,112 25 |
| 35 Stratford | 3,422 58 | 1,870 21 | 14,500 00 |
| 36 Strathroy | 1,057 70 | 1,770 98 | 3,300 00 |
| 37 Toronto, Harbord | 1,469 59 | ..... | 41,139 36 |
| 38 Toronto, Parkdale | 1,476 00 | ..... | 28,205 52 |
| 39 Toronto, Jarvis | 1,448 80 | ..... | 29,177 87 |
| 40 Toronto, Humberside | 1,311 96 | ..... | 23,090 56 |
| 41 Vankleek Hill | 1,282 36 | 2,939 11 | 2,500 00 |
| 42 Windsor | 1,408 91 | 1,838 28 | 15,497 10 |
| 43 Woodstock | 2,990 93 | 3,589 12 | 9,700 00 |
| Totals | 79,953 93 | 101,585 12 | 567,165 53 |

## AND HIGH SCHOOLS

### ANCIAL STATEMENT

| | ceipts | | | Expenditure | |
|---|---|---|---|---|---|
| | School Fees | Balances and other sources | Total Receipts | Teachers' Salaries | Buildings, Sites and all permanent improvements |
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | 2,059 50 | 2,022 96 | 12,093 31 | 8,830 00 | 65 10 |
| 2 | 2,892 18 | 3,850 31 | 25,232 12 | 14,167 50 | 3,438 36 |
| 3 | 3,341 00 | 44,371 90 | 68,053 81 | 16,087 44 | 43,103 59 |
| 4 | 660 00 | 252 10 | 17,406 08 | 11,562 24 | ..... |
| 5 | 2,511 59 | 1,076 68 | 17,545 45 | 13,068 00 | ..... |
| 6 | 992 50 | 603 30 | 7,705 36 | 6,170 00 | 70 00 |
| 7 | 1,190 46 | 1,211 24 | 11,871 47 | 8,507 58 | ..... |
| 8 | 686 50 | 173 16 | 14,720 88 | 9,950 00 | 190 62 |
| 9 | ..... | ..... | 14,355 22 | 9,747 75 | 28 93 |
| 10 | 3,032 50 | 1,780 39 | 22,837 47 | 17,274 00 | ..... |
| 11 | 1,727 70 | 3,429 71 | 12,744 56 | 7,261 39 | ..... |
| 12 | 2,898 59 | 168 00 | 15,819 47 | 12,638 25 | ..... |
| 13 | 7,545 25 | 443 00 | 54,911 46 | 36,170 00 | 96 20 |
| 14 | 692 25 | 426 89 | 9,921 28 | 7,550 00 | ..... |
| 15 | 4,744 50 | 2,663 40 | 23,760 50 | 19,120 00 | 362 47 |
| 16 | 2,460 00 | 993 63 | 17,091 75 | 12,897 50 | 350 48 |
| 17 | 5,187 00 | 7,208 05 | 61,787 32 | 42,332 50 | 1,397 76 |
| 18 | ..... | 4,972 00 | 14,831 82 | 7,963 33 | 145 61 |
| 19 | ..... | 1,161 15 | 13,701 65 | 7,548 45 | 91 97 |
| 20 | 71 58 | 1,036 35 | 14,568 54 | 11,475 00 | 161 10 |
| 21 | 1,805 30 | 2,241 37 | 13,359 04 | 9,140 00 | 240 85 |
| 22 | 12,301 75 | 2,051 44 | 59,337 53 | 44,280 96 | 3,365 41 |
| 23 | 2,685 25 | 1,667 91 | 21,343 38 | 17,855 00 | 56 62 |
| 24 | 455 00 | 2,358 87 | 12,999 90 | 8,115 00 | 34 63 |
| 25 | 2,044 75 | 197 00 | 23,910 14 | 18,420 84 | 691 75 |
| 26 | ..... | 5,903 80 | 20,204 12 | 9,072 35 | 1,974 02 |
| 27 | ..... | 4,205 18 | 35,485 73 | 11,629 80 | 4,789 05 |
| 28 | 157 50 | 1,867 43 | 13,861 59 | 8,020 00 | 3,707 20 |
| 29 | 674 50 | 210 05 | 6,968 49 | 5,318 00 | ..... |
| 30 | 501 50 | 12,180 85 | 22,817 37 | 10,133 29 | 6,000 00 |
| 31 | 1,350 00 | 74 75 | 9,026 44 | 7,099 96 | ..... |
| 32 | 2,815 50 | 485 25 | 21,988 54 | 17,016 50 | 65 69 |
| 33 | ..... | 1,964 09 | 16,213 68 | 10,004 20 | ..... |
| 34 | 1,367 60 | 2,303 23 | 10,649 36 | 6,663 02 | 200 00 |
| 35 | 3,257 37 | 7,112 46 | 29,162 62 | 14,908 25 | 6,271 75 |
| 36 | 1,154 00 | 212 05 | 7,494 73 | 6,030 00 | ..... |
| 37 | 5,984 00 | 23,056 40 | 71,649 35 | 33,189 50 | 18,683 88 |
| 38 | 4,640 00 | 564 89 | 34,886 41 | 27,904 00 | 656 32 |
| 39 | 4,780 00 | 3,436 26 | 38,842 93 | 28,566 00 | 842 39 |
| 40 | 2,815 00 | 37,000 00 | 64,217 52 | 18,333 50 | 36,151 43 |
| 41 | 78 00 | 3,751 84 | 10,551 31 | 5,890 00 | 150 76 |
| 42 | 828 00 | 200 19 | 19,772 48 | 15,150 00 | ..... |
| 43 | 2,154 50 | 14 20 | 18,448 75 | 13,870 00 | 31 00 |
| | 94,542 62 | 190,903 73 | 1,034,150 93 | 626,931 10 | 133,414 94 |

## COLLEGIATE INSTITUTES

### I. TABLE K—FIN-

| Collegiate Institutes—Continued | Expenditure— | | |
|---|---|---|---|
| | Repairs to school accommodations | Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture | School books, stationery, prizes, fuel, examinations and other expenses |
| | $ c. | $ c. | $ c. |
| 1 Barrie | 41 73 | 138 10 | 1,114 05 |
| 2 Berlin | 164 78 | 326 56 | 3,802 19 |
| 3 Brantford | 72 50 | 1,352 00 | 2,273 38 |
| 4 Brockville | 425 43 | 131 04 | 3,330 17 |
| 5 Chatham | 528 06 | 355 31 | 2,573 11 |
| 6 Clinton | 65 13 | 168 55 | 892 86 |
| 7 Cobourg | 100 60 | 499 09 | 1,175 86 |
| 8 Collingwood | 209 92 | 613 33 | 2,875 24 |
| 9 Fort William | 432 63 | 503 18 | 3,142 73 |
| 10 Galt | 936 29 | 313 31 | 4,313 87 |
| 11 Goderich | 490 44 | 98 05 | 999 81 |
| 12 Guelph | 108 56 | 458 60 | 2,614 06 |
| 13 Hamilton | 248 62 | 483 52 | 6,625 86 |
| 14 Ingersoll | 587 14 | 98 31 | 1,478 34 |
| 15 Kingston | 503 10 | 420 79 | 3,354 14 |
| 16 Lindsay | 287 10 | 562 22 | 2,548 27 |
| 17 London | 481 63 | 1,720 80 | 14,175 45 |
| 18 Morrisburg | 114 95 | 59 10 | 1,002 42 |
| 19 Napanee | 133 12 | ..... | 1,619 63 |
| 20 Niagara Falls | 274 50 | 827 17 | 1,830 77 |
| 21 Orillia | 423 44 | ..... | 1,860 90 |
| 22 Ottawa | 1,386 13 | 678 00 | 8,981 41 |
| 23 Owen Sound | 726 34 | 419 37 | 2,065 36 |
| 24 Perth | 116 17 | 12 00 | 2,317 41 |
| 25 Peterborough | ..... | 1,412 48 | 3,161 26 |
| 26 Picton | 149 07 | 324 98 | 2,329 87 |
| 27 Port Arthur | 136 81 | 3,183 85 | 3,189 52 |
| 28 Renfrew | 15 90 | 147 57 | 1,970 92 |
| 29 Ridgetown | 388 90 | 43 60 | 1,179 87 |
| 30 St. Catharines | 385 84 | 330 43 | 2,184 51 |
| 31 St. Mary's | 50 12 | 10 85 | 1,273 65 |
| 32 St. Thomas | 120 20 | 250 00 | 3,745 10 |
| 33 Sarnia | 200 00 | 350 00 | 2,241 44 |
| 34 Seaforth | 241 40 | 88 78 | 888 44 |
| 35 Stratford | ..... | 665 08 | 7,100 55 |
| 36 Strathroy | ..... | 198 36 | 1,105 48 |
| 37 Toronto, Harbord | 2,544 93 | 1,373 24 | 8,404 55 |
| 38 Toronto, Parkdale | 2,119 84 | 554 96 | 3,651 29 |
| 39 Toronto, Jarvis | 1,364 15 | 1,256 21 | 4,110 88 |
| 40 Toronto, Humberside | 261 62 | 4,208 05 | 3,937 92 |
| 41 Vankleek Hill | ..... | 52 92 | 670 21 |
| 42 Windsor | 290 04 | 596 90 | 2,954 84 |
| 43 Woodstock | 167 02 | 243 11 | 3,629 35 |
| Totals | 17,294 15 | 25,529 77 | 134,696 94 |

## AND HIGH SCHOOLS—Continued

### ANCIAL STATEMENT—Continued

Continued

| | Total Expenditure | Balances | Charges per year for Tuition |
|---|---|---|---|
| | $ c. | $ c. | |
| 1 | 10,188 98 | 1,904 33 | $10. |
| 2 | 21,899 39 | 3,332 73 | $10. |
| 3 | 62,888 91 | 5,164 90 | City and Co. $10; others $16. |
| 4 | 15,448 88 | 1,957 20 | First year, commercial, free; all others, $5. |
| 5 | 16,524 48 | 1,020 97 | H. S. Dist. $6; others $10. |
| 6 | 7,366 54 | 338 82 | Lower school $6; Middle and Upper $10. |
| 7 | 10,283 13 | 1,588 34 | Co. free; Town and others $12. |
| 8 | 13,839 11 | 881 77 | $10; Town 1st and 2nd yrs. free. |
| 9 | 13,855 22 | 500 00 | Free. |
| 10 | 22,837 47 | ..... | Co. $10; others $14. |
| 11 | 8,849 69 | 3,894 87 | F. I $6; F. II $8; F's III and IV $10. |
| 12 | 15,819 47 | ..... | Res. free; Co. and adj. Cos. $10; others $20. |
| 13 | 43,624 20 | 11,287 26 | Res. 1st yr. $2.50, thereafter $10; non-res. living in city |
| 14 | 9,713 79 | 207 49 | $7.50. [$30; others $40. |
| 15 | 23,760 50 | ..... | Res. 1st yr. free, thereafter $15 to $30; non-res. $25 to $35. |
| 16 | 16,645 57 | 446 18 | $7.50 to $20. |
| 17 | 60,108 14 | 1,679 18 | City and Co. $10; others $30. |
| 18 | 9,285 41 | 5,546 41 | Free. |
| 19 | 9,393 17 | 4,308 48 | Free. |
| 20 | 14,568 54 | ..... | Free except commercial course and night school. |
| 21 | 11,665 19 | 1,693 85 | $10. |
| 22 | 58,691 91 | 645 62 | Res. $10 to $25; non-res. $45 and $50. |
| 23 | 21,122 69 | 220 69 | Res. $8 to $12; others $10. |
| 24 | 10,595 21 | 2,404 69 | Res. free; Co. $5; others $16. |
| 25 | 23,686 33 | 223 81 | Res. F. I free, others $5, $8, $10; non-res. $25 |
| 26 | 13,850 29 | 6,353 83 | Free. |
| 27 | 22,929 03 | 12,556 70 | Free. |
| 28 | 13,861 59 | ..... ..... | Free to Town and Co.; others $25. |
| 29 | 6,930 37 | 38 12 | Town $6; Co. and non-res. $10. |
| 30 | 19,034 07 | 3,783 30 | $5. |
| 31 | 8,434 58 | 591 86 | Res. 1st yr. free; other yrs. $5; non-res. $10. |
| 32 | 21,197 49 | 791 05 | H. S. Dist. 1st yr. free, other yrs. and Co. $10; others $30. |
| 33 | 12,795 64 | 3,418 04 | Free. |
| 34 | 8,081 64 | 2,567 72 | $6; $8; $10. |
| 35 | 28,945 63 | 216 99 | Res. 1st yr. free; all others $10. |
| 36 | 7,333 84 | 160 89 | Res. 1st yr. free; others $10. |
| 37 | 64,196 10 | 7,453 25 | |
| 38 | 34,886 41 | ..... | F. I free, except to non-res.; F. II, $9; III, $15; IV, $21; |
| 39 | 36,139 63 | 2,703 30 | V, $27. |
| 40 | 62,892 52 | 1,325 00 | |
| 41 | 6,763 89 | 3,787 42 | Province free; others $20. |
| 42 | 18,991 78 | 780 70 | City and Co. free; others $30. |
| 43 | 17,940 48 | 508 27 | City, 1st yr. free; others $7.50. |
| | 937,866 90 | 96,284 03 | 12 free; 31 not free. |

## COLLEGIATE INSTITUTES AND
### I. TABLE K—FINANCIAL

| High Schools | Legislative Grants | Municipal Grants (county) | Municipal Grants (local) | Re- |
|---|---|---|---|---|
| | $ c. | $ c. | $ c. | |
| 1 Alexandria | 863 74 | 1,058 36 | 3,692 80 | |
| 2 Almonte | 857 76 | 857 76 | 3,187 26 | |
| 3 Arnprior | 843 12 | 843 12 | 7,091 12 | |
| 4 Arthur | 828 54 | 1,115 26 | 1,400 00 | |
| 5 Athens | 904 83 | 2,600 00 | 2,000 00 | |
| 6 Aurora | 794 48 | 796 08 | 3,750 00 | |
| 7 Aylmer | 1,105 05 | 3,427 30 | 1,650 00 | |
| 8 Beamsville | 548 73 | 1,000 00 | 1,375 00 | |
| 9 Belleville | 1,177 71 | 1,828 74 | 7,601 60 | |
| 10 Bowmanville | 954 16 | 2,051 39 | 2,700 00 | |
| 11 Bradford | 711 27 | 990 86 | 600 00 | |
| 12 Brampton | 1,156 31 | 2,785 38 | 3,100 00 | |
| 13 Brighton | 527 33 | 1,588 66 | 1,000 00 | |
| 14 Caledonia | 830 52 | 4,592 74 | 1,900 00 | |
| 15 Campbellford | 914 89 | 1,861 09 | 2,524 00 | |
| 16 Carleton Place | 849 66 | 849 66 | 3,850 00 | |
| 17 Cayuga | 728 10 | 1,892 77 | 1,000 00 | |
| 18 Chesley | 878 47 | 1,615 71 | 1,550 00 | |
| 19 Colborne | 553 74 | 1,305 24 | 1,115 00 | |
| 20 Cornwall | 1,334 32 | 4,802 70 | 5,435 69 | |
| 21 Deseronto | 752 60 | 752 60 | 2,600 00 | |
| 22 Dundas | 911 91 | 1,256 28 | 3,100 00 | |
| 23 Dunnville | 964 39 | 4,582 74 | 4,416 26 | |
| 24 Dutton | 2,025 18 | 2,575 57 | 500 00 | |
| 25 Elora | 644 12 | 953 95 | 1,400 00 | |
| 26 Essex | 2,083 55 | 2,520 25 | 2,000 00 | |
| 27 Fergus | 798 15 | 1,337 61 | 1,900 00 | |
| 28 Forest | 769 54 | 2,174 38 | 1,500 00 | |
| 29 Gananoque | 945 08 | 1,345 08 | 2,892 05 | |
| 30 Georgetown | 860 50 | 1,851 38 | 1,218 73 | |
| 31 Glencoe | 739 90 | 1,277 50 | 850 00 | |
| 32 Gravenhurst | 1,444 82 | ..... | 2,085 00 | |
| 33 Grimsby | 717 55 | 1,015 28 | 2,336 75 | |
| 34 Hagersville | 696 38 | 2,243 34 | 1,925 00 | |
| 35 Haileybury | 2,054 60 | ..... | 6,572 58 | |
| 36 Harriston | 781 00 | 1,581 06 | 2,211 67 | |
| 37 Hawkesbury | 734 85 | 1,611 42 | 1,819 87 | |
| 38 Iroquois | 930 08 | 3,035 26 | 1,550 00 | |
| 39 Kemptville | 947 53 | 2,000 00 | 2,000 00 | |
| 40 Kenora | 1,534 50 | ..... | 3,000 00 | |
| 41 Kincardine | 1,097 58 | 2,552 43 | 2,002 48 | |
| 42 Leamington | 1,068 76 | 2,132 79 | 4,000 00 | |
| 43 Listowel | 955 50 | 2,342 46 | 2,000 00 | |
| 44 Lucan | 744 33 | 744 33 | 2,526 88 | |
| 45 Madoc | 722 50 | 1,547 62 | 1,500 00 | |
| 46 Markham | 866 56 | 3,429 03 | 800 00 | |
| 47 Meaford | 1,214 86 | 2,837 43 | 3,000 00 | |
| 48 Midland | 947 12 | 1,875 50 | 3,400 00 | |
| 49 Mitchell | 805 60 | 1,033 31 | 2,150 00 | |
| 50 Mount Forest | 855 66 | 1,222 61 | 2,000 00 | |
| 51 Newburgh | 716 58 | 2,150 00 | 800 00 | |
| 52 Newcastle | 576 15 | 920 35 | 873 73 | |
| 53 Newmarket | 2,181 69 | 2,259 26 | 2,800 00 | |
| 54 Niagara | 474 33 | 900 00 | 1,775 00 | |
| 55 Niagara Falls South | 934 47 | 1,739 00 | ..... | |
| 56 North Bay | 1,933 00 | ..... | 9,000 00 | |
| 57 North Toronto | ..... | ..... | 4,250 00 | |
| 58 Norwood | 1,922 16 | 1,716 80 | 1,062 82 | |

## HIGH SCHOOLS—Continued

### STATEMENT—Continued

| | ceipts | | | Expenditure | |
|---|---|---|---|---|---|
| | School Fees | Balances and other sources | Total Receipts | Teachers' Salaries | Buildings, Sites and all permanent improvements |
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | ..... | 1,096 41 | 6,711 31 | 4,370 00 | ..... |
| 2 | 235 00 | 42 96 | 5,180 74 | 4,039 00 | 300 00 |
| 3 | ..... | 989 99 | 9,767 35 | 6,030 00 | 1,431 36 |
| 4 | 674 70 | 275 28 | 4,293 78 | 2,930 00 | 38 29 |
| 5 | 405 50 | 2,210 81 | 8,121 14 | 4,624 92 | ..... |
| 6 | 892 50 | 59 64 | 6,292 70 | 4,040 00 | ..... |
| 7 | 1,031 00 | 1,174 02 | 8,387 37 | 5,893 00 | 107 96 |
| 8 | ..... | 1,124 30 | 4,048 03 | 2,267 50 | 144 38 |
| 9 | ..... | 13 00 | 10,621 05 | 8,970 05 | ..... |
| 10 | 271 45 | 89 93 | 6,066 93 | 4,683 30 | ..... |
| 11 | 680 25 | 568 68 | 3,551 06 | 2,712 72 | 218 90 |
| 12 | 1,225 00 | 266 25 | 8,532 94 | 7,080 00 | 76 50 |
| 13 | ..... | 299 74 | 3,415 73 | 1,883 17 | ..... |
| 14 | 145 05 | 482 46 | 7,950 77 | 4,435 00 | 232 12 |
| 15 | 252 50 | 921 47 | 6,473 95 | 4,631 33 | 171 37 |
| 16 | 242 00 | 41 50 | 5,832 82 | 4,280 00 | 350 65 |
| 17 | ..... | 398 17 | 4,019 04 | 2,910 00 | ..... |
| 18 | 746 00 | 816 06 | 5,606 24 | 4,300 70 | 195 57 |
| 19 | ..... | 2,153 77 | 5,127 75 | 2,091 66 | 59 90 |
| 20 | ..... | 6,673 52 | 18,246 23 | 10,400 00 | 649 97 |
| 21 | ..... | 23 15 | 4,128 35 | 3,008 02 | ..... |
| 22 | 510 00 | 232 33 | 6,010 52 | 4,288 12 | 103 46 |
| 23 | ..... | 39,534 01 | 49,497 40 | 5,510 00 | 38,603 61 |
| 24 | 862 00 | 1,233 76 | 7,196 51 | 4,813 05 | ..... |
| 25 | 300 50 | 170 57 | 3,469 14 | 2,880 00 | ..... |
| 26 | 6 00 | 1,457 07 | 8,066 87 | 5,211 00 | ..... |
| 27 | 670 50 | 2,201 79 | 6,908 05 | 3,990 00 | ..... |
| 28 | ..... | 1,334 94 | 5,778 86 | 3,519 85 | 325 15 |
| 29 | 147 50 | 52 64 | 5,382 35 | 4,114 13 | 82 55 |
| 30 | 1,068 57 | 63 35 | 5,062 53 | 4,180 00 | 86 40 |
| 31 | 465 00 | 928 03 | 4,260 43 | 2,865 00 | 35 50 |
| 32 | 427 20 | 48 63 | 4,005 65 | 2,964 00 | ..... |
| 33 | ..... | 63 70 | 4,133 28 | 3,021 00 | ..... |
| 34 | ..... | 1,967 43 | 6,832 15 | 2,832 73 | 26 25 |
| 35 | 80 00 | 9,568 24 | 18,275 42 | 4,115 00 | 7,492 95 |
| 36 | 618 00 | 76 57 | 5,268 30 | 4,282 99 | ..... |
| 37 | ..... | ..... | 4,166 14 | 2,957 00 | ..... |
| 38 | ..... | 1,454 58 | 6,969 92 | 4,264 81 | ..... |
| 39 | 466 50 | 847 88 | 6,261 91 | 5,073 79 | 95 25 |
| 40 | ..... | ..... | 4,534 50 | 4,040 00 | ..... |
| 41 | 839 00 | 732 37 | 7,223 86 | 5,377 00 | ..... |
| 42 | 156 00 | 170 20 | 7,527 75 | 6,070 00 | 163 92 |
| 43 | 1,431 50 | 129 00 | 6,858 46 | 5,540 00 | 40 86 |
| 44 | 904 00 | 140 64 | 5,060 18 | 3,910 00 | 74 09 |
| 45 | ..... | 350 76 | 4,120 88 | 3,156 66 | ..... |
| 46 | 1,298 50 | 399 95 | 6,794 04 | 5,345 50 | 332 55 |
| 47 | 964 50 | 1,045 80 | 9,062 59 | 6,300 21 | 236 83 |
| 48 | 462 50 | 526 68 | 7,211 80 | 4,800 00 | ..... |
| 49 | 980 75 | 343 45 | 5,313 11 | 4,090 00 | 82 12 |
| 50 | 886 00 | 365 21 | 5,329 48 | 3,930 50 | 150 00 |
| 51 | 10 00 | 903 99 | 4,580 57 | 3,040 00 | ..... |
| 52 | ..... | 43 67 | 2,413 90 | 1,849 28 | ..... |
| 53 | 1,203 00 | 320 12 | 8,764 07 | 5,860 05 | 120 30 |
| 54 | ..... | 1,388 71 | 4,538 04 | 1,788 78 | 1,822 90 |
| 55 | ..... | 3,485 70 | 6,159 17 | 3,326 44 | ..... |
| 56 | ..... | 15 00 | 10,948 00 | 5,280 00 | 1,602 71 |
| 57 | 951 00 | ..... | 5,201 00 | 3,220 45 | 475 21 |
| 58 | 470 00 | 778 38 | 5,950 16 | 4,692 00 | ..... |

## COLLEGIATE INSTITUTES AND
## I. TABLE K—FINANCIAL

| High Schools—Continued | Expenditure— Repairs to school accommodations | Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture | School books, stationery, prizes, fuel, examinations and other expenses |
|---|---|---|---|
| | $ c. | $ c. | $ c. |
| 1 Alexandria | ..... | 84 07 | 1,133 06 |
| 2 Almonte | ..... | ..... | 668 72 |
| 3 Arnprior | 257 98 | 244 81 | 1,416 51 |
| 4 Arthur | 80 70 | 206 75 | 822 04 |
| 5 Athens | ..... | 191 18 | 690 66 |
| 6 Aurora | 152 55 | 81 00 | 615 28 |
| 7 Aylmer | 35 72 | 517 19 | 1,220 20 |
| 8 Beamsville | 61 84 | 170 72 | 881 41 |
| 9 Belleville | ..... | 156 75 | 1,494 25 |
| 10 Bowmanville | 160 09 | 22 97 | 1,157 85 |
| 11 Bradford | ..... | 75 08 | 522 23 |
| 12 Brampton | 273 76 | 64 95 | 814 61 |
| 13 Brighton | 28 09 | 79 79 | 436 87 |
| 14 Caledonia | 72 00 | 22 30 | 864 88 |
| 15 Campbellford | 30 23 | 523 13 | 911 87 |
| 16 Carleton Place | 39 20 | ..... | 716 25 |
| 17 Cayuga | 44 58 | 54 25 | 352 68 |
| 18 Chesley | 2 93 | 87 04 | 1,020 00 |
| 19 Colborne | ..... | 17 95 | 771 79 |
| 20 Cornwall | 411 34 | 90 01 | 1,270 76 |
| 21 Deseronto | 84 95 | ..... | 953 34 |
| 22 Dundas | 22 47 | 143 16 | 1,310 10 |
| 23 Dunnville | 305 87 | 133 60 | 2,878 66 |
| 24 Dutton | 22 90 | 350 36 | 536 03 |
| 25 Elora | 108 55 | 45 80 | 403 46 |
| 26 Essex | 209 86 | 243 67 | 458 23 |
| 27 Fergus | 62 52 | 101 77 | 560 39 |
| 28 Forest | 100 15 | 68 85 | 648 07 |
| 29 Gananoque | ..... | 73 85 | 1,111 82 |
| 30 Georgetown | 38 15 | 166 09 | 591 89 |
| 31 Glencoe | 23 71 | ..... | 1,336 22 |
| 32 Gravenhurst | 17 95 | 95 36 | 873 87 |
| 33 Grimsby | 76 64 | ..... | 792 76 |
| 34 Hagersville | 8 70 | 115 33 | 3,804 00 |
| 35 Haileybury | ..... | 402 75 | 2,000 79 |
| 36 Harriston | 41 02 | 81 67 | 812 62 |
| 37 Hawkesbury | 75 00 | 155 00 | 979 14 |
| 38 Iroquois | ..... | ..... | 941 77 |
| 39 Kemptville | 67 80 | 176 28 | 846 25 |
| 40 Kenora | ..... | 107 42 | 387 08 |
| 41 Kincardine | 65 24 | 9 85 | 951 12 |
| 42 Leamington | 67 91 | 30 65 | 1,090 68 |
| 43 Listowel | 96 88 | 64 88 | 1,098 57 |
| 44 Lucan | 228 35 | 107 13 | 660 75 |
| 45 Madoc | 45 51 | 238 85 | 594 87 |
| 46 Markham | 14 15 | 56 35 | 1,045 49 |
| 47 Meaford | 37 50 | 264 51 | 1,532 41 |
| 48 Midland | 65 00 | 132 97 | 1,049 04 |
| 49 Mitchell | 125 90 | 33 87 | 638 93 |
| 50 Mount Forest | 60 08 | ..... | 959 03 |
| 51 Newburgh | 16 50 | 66 59 | 372 46 |
| 52 Newcastle | 84 06 | 78 06 | 402 50 |
| 53 Newmarket | 802 87 | 237 40 | 1,743 45 |
| 54 Niagara | 20 90 | 284 38 | 291 46 |
| 55 Niagara Falls South | 175 25 | 66 25 | 915 81 |
| 56 North Bay | 173 69 | 208 10 | 3,135 10 |
| 57 North Toronto | ..... | 519 88 | 627 88 |
| 58 Norwood | 33 91 | 15 85 | 1,042 31 |

## HIGH SCHOOLS—Continued

### STATEMENT—Continued

Continued

| | Total Expenditure | Balances | Charges per year for Tuition |
|---|---|---|---|
| | $ c. | $ c. | |
| 1 | 5,587 13 | 1,124 18 | Free. |
| 2 | 5,007 72 | 173 02 | Res. $3.50; Co. and others, $8.50. |
| 3 | 9,380 66 | 386 69 | Free. |
| 4 | 4,077 78 | 216 00 | $10. |
| 5 | 5,506 76 | 2,614 38 | Res. free; Co. $5; others $20. |
| 6 | 4,888 83 | 1,403 87 | $10. |
| 7 | 7,774 07 | 613 30 | Res. F. I $5; others $10. |
| 8 | 3,525 85 | 522 18 | Free. |
| 9 | 10,621 05 | ..... | Free. |
| 10 | 6,024 21 | 42 72 | F. I $3, II $6; others $7.50 |
| 11 | 3,528 93 | 22 13 | Res. 1st yr. free; others $10. |
| 12 | 8,309 82 | 223 12 | $10. |
| 13 | 2,427 92 | 987 81 | Free. |
| 14 | 5,626 30 | 2,324 47 | Res. and Co. free; others $4.50. |
| 15 | 6,267 93 | 206 02 | F. I free; F. IV $10; all others $6. |
| 16 | 5,386 10 | 446 72 | Dist. free; Lanark and Carleton Cos. $5; others $10. |
| 17 | 3,361 51 | 657 53 | Free. |
| 18 | 5,606 24 | ..... | $10. |
| 19 | 2,941 30 | 2,186 45 | Free. |
| 20 | 12,822 08 | 5,424 15 | Free. |
| 21 | 4,046 31 | 82 04 | Free. |
| 22 | 5,867 31 | 143 21 | $10. |
| 23 | 47,431 74 | 2,065 66 | Free. |
| 24 | 5,722 34 | 1,474 17 | $10. |
| 25 | 3,437 81 | 31 33 | Res. $5; non-res. $10. |
| 26 | 6,122 76 | 1,944 11 | Res., Co. and adj. Cos. free; others $10. |
| 27 | 4,714 68 | 2,193 37 | Res. free; non-res. $10. |
| 28 | 4,662 07 | 1,116 79 | Free. |
| 29 | 5,382 35 | ..... | Res. free; Co. and others $5. |
| 30 | 5,062 53 | ..... | $10. |
| 31 | 4,260 43 | ..... | $10. |
| 32 | 3,951 18 | 54 47 | F. I $5; others $10. |
| 33 | 3,890 40 | 242 88 | Free. |
| 34 | 6,787 01 | 45 14 | Free. |
| 35 | 14,011 49 | 4,263 93 | Res. free; non. res. $30. |
| 36 | 5,218 30 | 50 00 | $10. |
| 37 | 4,166 14 | ..... | Free. |
| 38 | 5,206 58 | 1,763 34 | Free. |
| 39 | 6,259 37 | 2 54 | Dist. free; others $5. |
| 40 | 4,534 50 | ..... | Free. |
| 41 | 6,403 21 | 820 65 | Town $8; others $10. |
| 42 | 7,423 16 | 104 59 | Town and Co. free; others $10. |
| 43 | 6,841 19 | 17 27 | 1st year $7; others $10, |
| 44 | 4,980 32 | 79 86 | $10. |
| 45 | 4,035 89 | 84 99 | Free. |
| 46 | 6,794 04 | ..... | $10. |
| 47 | 8,371 46 | 691 13 | Dist. F. I $5, other F's $8; non-res. $10. |
| 48 | 6,047 01 | 1,164 79 | Dist. $5; others $10. |
| 49 | 4,970 82 | 342 29 | Dist. $6; others $10. |
| 50 | 5,099 61 | 229 87 | Dist. F. I free; others $10. |
| 51 | 3,495 55 | 1,085 02 | Res. and Co. free; others $10. |
| 52 | 2,413 90 | ..... | Free. |
| 53 | 8,764 07 | ..... | $10. |
| 54 | 4,208 42 | 329 62 | Free. |
| 55 | 4,483 75 | 1,675 42 | Free. |
| 56 | 10,399 60 | 548 40 | Free. |
| 57 | 4,843 42 | 357 58 | $10. |
| 58 | 5,784 07 | 166 09 | $6. |

## COLLEGIATE INSTITUTES
### I. TABLE K—FINANCIAL

| High Schools—Continued | Legislative Grants | Municipal Grants (county) | Municipal Grants(local) |
|---|---|---|---|
| | $ c. | $ c. | $ c. |
| 59 Oakville | 823 80 | 1,623 93 | 3,100 00 |
| 60 Omemee | 545 88 | 634 87 | 1,151 03 |
| 61 Orangeville | 2,336 50 | 2,335 36 | 4,050 00 |
| 62 Oshawa | 1,069 61 | 1,778 35 | 5,743 00 |
| 63 Paris | 920 13 | 920 13 | 4,400 00 |
| 64 Parkhill | 862 92 | 1,522 34 | 1,800 00 |
| 65 Pembroke | 929 49 | 929 49 | 4,448 33 |
| 66 Penetanguishene | 785 65 | 785 65 | 2,500 00 |
| 67 Petrolea | 2,102 37 | 1,914 88 | 2,600 00 |
| 68 Plantagenet | 654 78 | 903 63 | 1,400 00 |
| 69 Port Dover | 529 45 | 496 55 | 1,178 75 |
| 70 Port Elgin | 702 67 | 1,238 32 | 1,200 00 |
| 71 Port Hope | 2,374 05 | 3,526 98 | 2,602 49 |
| 72 Port Perry | 883 39 | 2,220 19 | 1,602 49 |
| 73 Port Rowan | 550 41 | 838 25 | 1,084 95 |
| 74 Prescott | 928 23 | 800 00 | 3,720 00 |
| 75 Richmond Hill | 695 25 | 1,463 88 | 700 00 |
| 76 Rockland | 666 40 | 1,450 73 | 1,993 35 |
| 77 Sault Ste. Marie | 4,828 44 | ..... | 9,959 00 |
| 78 Simcoe | 2,289 46 | 3,317 98 | 3,268 42 |
| 79 Smith's Falls | 917 60 | 753 45 | 5,443 70 |
| 80 Smithville | 553 20 | 147 68 | 900 00 |
| 81 Stirling | 1,926 33 | 6,219 76 | 11,405 00 |
| 82 Streetsville | 700 69 | 1,490 95 | 800 00 |
| 83 Sudbury | 8,496 36 | ..... | 6,700 00 |
| 84 Sydenham | 825 02 | 2,200 00 | 500 00 |
| 85 Thorold | 695 03 | 817 56 | 2,500 00 |
| 86 Tillsonburg | 946 75 | 1,355 09 | 1,700 00 |
| 87*Toronto, Commerce and Finance | ..... | ..... | 10,582 15 |
| 88 Toronto, Malvern | 1,048 44 | ..... | 9,238 21 |
| 89 Toronto, Oakwood | 1,250 50 | ..... | 21,334 62 |
| 90 Toronto, Riverdale | 1,262 02 | ..... | 19,180 54 |
| 91 Toronto, Technical | 1,550 00 | ..... | 44,809 41 |
| 92 Trenton | 883 50 | 965 45 | 3,653 45 |
| 93 Uxbridge | 873 73 | 1,912 99 | 1,350 00 |
| 94 Vienna | 532 87 | 1,026 45 | 550 00 |
| 95 Walkerton | 930 31 | 1,341 19 | 2,400 00 |
| 96 Wardsville | 520 43 | 803 33 | 604 00 |
| 97 Waterdown | 593 59 | 1,137 24 | 750 00 |
| 98 Waterford | 737 08 | 1,475 46 | 1,500 00 |
| 99 Watford | 791 38 | 2,356 95 | 950 00 |
| 100 Welland | 931 27 | 2,921 38 | 3,000 00 |
| 101 Weston | 802 79 | 1,359 72 | 2,500 00 |
| 102 Whitby | 2,547 72 | 2,189 97 | 3,000 00 |
| 103 Wiarton | 750 83 | 1,456 10 | 1,400 00 |
| 104 Williamstown | 812 58 | 902 41 | 1,801 73 |
| 105 Wingham | 975 31 | 2,356 87 | 2,013 63 |
| 1 Totals, High Schools | 115,050 02 | 163,270 95 | 365,409 54 |
| 2 Totals, Collegiate Institutes | 79,953 93 | 101,585 12 | 567,165 53 |
| 3 Grand Totals, 1911 | 195,003 95 | 264,856 07 | 932,575 07 |
| 4 Grand Totals, 1910 | 175,933 47 | 239,588 18 | 1,026,753 43 |
| 5 Increases | 19,070 48 | 25,267 89 | ..... |
| 6 Decreases | ..... | ..... | 94,178 36 |
| 7 Percentages | 8.94 | 12.14 | 42.77 |

*Opened in September

## AND HIGH SCHOOLS—Continued
### STATEMENT—Continued

| | ceipts | | | Expenditure | |
|---|---|---|---|---|---|
| | School Fees | Balances and other sources | Total Receipts | Teachers' Salaries | Buildings, Sites and all permanent improvements |
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| 59 | 425 75 | 1,968 73 | 7,942 21 | 3,588 30 | 519 00 |
| 60 | 124 00 | 266 26 | 2,722 04 | 2,019 78 | 26 70 |
| 61 | 1,314 50 | 3,689 61 | 13,725 97 | 6,210 00 | 3,355 24 |
| 62 | 646 00 | 828 42 | 10,065 38 | 6,917 39 | 1,083 42 |
| 63 | 206 13 | 495 58 | 6,941 97 | 4,625 34 | ..... |
| 64 | 759 50 | 64 60 | 5,009 36 | 3,980 58 | ..... |
| 65 | ..... | 350 31 | 6,657 62 | 5,011 80 | 364 75 |
| 66 | ..... | 474 86 | 4,546 16 | 3,080 00 | ..... |
| 67 | ..... | 2,826 13 | 9,443 38 | 5,687 08 | 117 42 |
| 68 | ..... | 1,313 41 | 4,271 82 | 2,800 00 | 300 00 |
| 69 | ..... | 20 00 | 2,224 75 | 1,877 75 | ..... |
| 70 | 426 00 | 610 72 | 4,177 71 | 2,710 00 | ..... |
| 71 | 787 50 | 263 77 | 9,554 79 | 7,461 08 | 339 80 |
| 72 | 247 50 | 96 83 | 5,050 40 | 3,996 67 | ..... |
| 73 | ..... | 22 05 | 2,495 66 | 2,100 00 | ..... |
| 74 | 125 50 | 159 61 | 5,733 34 | 4,180 00 | 160 43 |
| 75 | 533 50 | 184 67 | 3,577 30 | 2,720 60 | ..... |
| 76 | ..... | 34 34 | 4,144 82 | 2,280 00 | 625 65 |
| 77 | 1,900 50 | 1,268 92 | 17,956 86 | 10,090 00 | 880 19 |
| 78 | 47 00 | 85 15 | 9,008 01 | 7,260 00 | ..... |
| 79 | 199 00 | 118 03 | 7,431 78 | 5,814 00 | ..... |
| 80 | ..... | 1,864 39 | 3,465 27 | 2,210 00 | 133 95 |
| 81 | ..... | 1,290 22 | 20,841 31 | 4,175 67 | 13,434 79 |
| 82 | 566 00 | 1,523 45 | 5,081 09 | 2,990 00 | 201 73 |
| 83 | 88 00 | 75 00 | 15,359 36 | 7,300 00 | 2,930 60 |
| 84 | 592 00 | 976 25 | 5,093 27 | 3,627 50 | ..... |
| 85 | ..... | 444 64 | 4,457 23 | 2,770 00 | 309 10 |
| 86 | 712 75 | 1,003 13 | 5,717 72 | 4,575 43 | ..... |
| 87 | 90 00 | ..... | 10,672 15 | 6,495 00 | 2,497 69 |
| 88 | 1,088 00 | 1,101 85 | 12,476 50 | 7,892 50 | 1,153 78 |
| 89 | 2,417 00 | 87,211 71 | 112,213 83 | 15,657 50 | 87,878 14 |
| 90 | 2,429 00 | 13,126 26 | 35,997 82 | 15,345 75 | 4,510 83 |
| 91 | 6,649 50 | 221,308 02 | 274,316 93 | 44,889 28 | 159,729 49 |
| 92 | ..... | 617 00 | 6,119 40 | 4,270 11 | 75 00 |
| 93 | 635 50 | 194 41 | 4,966 63 | 3,815 00 | 44 85 |
| 94 | ..... | 777 96 | 2,887 28 | 1,848 75 | 155 52 |
| 95 | 596 75 | 507 40 | 5,775 65 | 4,455 00 | ..... |
| 96 | 255 75 | 82 14 | 2,265 65 | 1,798 23 | 106 60 |
| 97 | 345 00 | 306 36 | 3,132 19 | 2,365 00 | 97 50 |
| 98 | ..... | 528 00 | 4,240 54 | 2,941 72 | ..... |
| 99 | 312 00 | 1,965 22 | 6,375 55 | 3,780 00 | ..... |
| 100 | ..... | 5,285 44 | 12,138 09 | 5,160 00 | 229 43 |
| 101 | 833 00 | 622 57 | 6,118 08 | 4,505 00 | ..... |
| 102 | 310 70 | 1,085 15 | 9,133 54 | 6,515 50 | ..... |
| 103 | 243 50 | 355 20 | 4,205 63 | 2,895 00 | 30 00 |
| 104 | ..... | 1,520 20 | 5,036 92 | 4,289 25 | ..... |
| 105 | 1,072 80 | 1,175 13 | 7,593 74 | 5,136 00 | 121 54 |
| 1 | 49,959 10 | 452,185 36 | 1,145,874 97 | 514,192 67 | 337,342 72 |
| 2 | 94,542 62 | 190,903 73 | 1,034,150 93 | 626,931 10 | 133,414 94 |
| 3 | 144,501 72 | 643,089 09 | 2,180,025 90 | 1,141,123 77 | 470,757 66 |
| 4 | 145,254 34 | 607,792 82 | 2,195,322 24 | 1,043,585 54 | 296,484 74 |
| 5 | ..... | 35,296 27 | ..... | 97,538 23 | 174,272 92 |
| 6 | 752 62 | ..... | 15,296 34 | ..... | ..... |
| 7 | 6.62 | 29.49 | ..... | 58.57 | 24.16 |

## COLLEGIATE INSTITUTES
### I. TABLE K—FINANCIAL

| High Schools—Continued | Expenditure— Repairs to school accommodations | Library, scientific apparatus, maps, etc., typewriters, drawing models, and equipment for physical culture | School books, stationery, prizes, fuel, examinations, and other expenses |
|---|---|---|---|
| | $ c. | $ c. | $ c. |
| 59 Oakville | 181 66 | 87 05 | 3,566 20 |
| 60 Omemee | ..... | 213 38 | 400 99 |
| 61 Orangeville | 292 27 | 521 89 | 1,408 90 |
| 62 Oshawa | 505 87 | 65 38 | 1,330 63 |
| 63 Paris | 253 64 | 350 17 | 1,143 32 |
| 64 Parkhill | 197 90 | 163 95 | 608 46 |
| 65 Pembroke | 2 65 | ..... | 1,278 42 |
| 66 Penetanguishene | 49 21 | 125 90 | 710 81 |
| 67 Petrolea | 24 01 | 344 14 | 934 84 |
| 68 Plantagenet | ..... | 110 15 | 915 27 |
| 69 Port Dover | ..... | 34 02 | 312 98 |
| 70 Port Elgin | ..... | 22 85 | 1,176 41 |
| 71 Port Hope | 27 56 | 559 18 | 913 74 |
| 72 Port Perry | 129 41 | 129 85 | 718 73 |
| 73 Port Rowan | 42 21 | 71 45 | 282 00 |
| 74 Prescott | 96 29 | 130 26 | 1,086 80 |
| 75 Richmond Hill | 150 15 | 205 93 | 434 85 |
| 76 Rockland | 22 95 | 70 54 | 599 98 |
| 77 Sault Ste. Marie | 168 92 | 1,617 49 | 2,629 29 |
| 78 Simcoe | 32 85 | 796 62 | 918 54 |
| 79 Smith's Falls | 40 46 | ..... | 1,577 32 |
| 80 Smithville | 44 18 | ..... | 386 29 |
| 81 Stirling | 129 91 | 300 00 | 139 38 |
| 82 Streetsville | 352 19 | ..... | 371 83 |
| 83 Sudbury | ..... | 1,165 17 | 2,260 12 |
| 84 Sydenham | 500 00 | ..... | 965 77 |
| 85 Thorold | 75 18 | 123 00 | 555 80 |
| 86 Tillsonburg | 55 07 | 163 45 | 923 77 |
| 87 Toronto, Commerce and Finance | ..... | 1,027 22 | 652 24 |
| 88 Toronto, Malvern | 279 95 | 1,157 15 | 1,993 12 |
| 89 Toronto, Oakwood | 77 58 | 5,890 48 | 2,710 13 |
| 90 Toronto, Riverdale | 1,030 70 | 1,691 47 | 4,052 22 |
| 91 Toronto, Technical | 808 71 | 2,599 77 | 13,767 31 |
| 92 Trenton | 77 61 | 43 00 | 928 39 |
| 93 Uxbridge | 310 52 | 45 81 | 750 45 |
| 94 Vienna | ..... | 20 24 | 107 09 |
| 95 Walkerton | ..... | 43 47 | 579 77 |
| 96 Wardsville | 3 74 | 308 48 | 48 60 |
| 97 Waterdown | 15 50 | ..... | 340 21 |
| 98 Waterford | 6 85 | 7 47 | 469 09 |
| 99 Watford | 56 09 | 1 65 | 735 35 |
| 100 Welland | 41 70 | 48 43 | 716 21 |
| 101 Weston | 168 33 | 157 05 | 586 98 |
| 102 Whitby | ..... | 105 55 | 1,171 60 |
| 103 Wiarton | 73 30 | 85 14 | 612 46 |
| 104 Williamstown | 86 02 | 21 54 | 640 11 |
| 105 Wingham | 166 55 | 336 00 | 946 03 |
| 1 Totals, High Schools | 11,608 64 | 28,528 21 | 118,519 07 |
| 2 Totals, Collegiate Institutes | 17,294 15 | 25,529 77 | 134,696 94 |
| 3 Grand Totals, 1911 | 28,902 79 | 54,057 98 | 253,216 01 |
| 4 Grand Totals, 1910 | 33,718 27 | 34,821 40 | 227,556 25 |
| 5 Increases | ..... | 19,236 58 | 25,659 76 |
| 6 Decrease | 4,815 48 | ..... | ..... |
| 7 Percentages | 1.48 | 2.77 | 12.99 |

## AND HIGH SCHOOLS—Continued

### STATEMENT—Concluded

Continued

| | Total Expenditure | Balances | Charges per year for Tuition |
|---|---|---|---|
| | $ c. | $ c. | |
| 59 | 7,942 21 | ..... | Dist. $5; others $8; |
| 60 | 2,660 85 | 61 19 | Dist. free; others $10. |
| 61 | 11,788 30 | 1,937 67 | $10. |
| 62 | 9,902 69 | 162 69 | F. I free; others $7.50. |
| 63 | 6,372 47 | 569 50 | Dist. and Co. free; others $20. |
| 64 | 4,950 89 | 58 47 | Res. F's I and II $6; F's III and IV $8; non-res. $10. |
| 65 | 6,657 62 | ..... | Free. |
| 66 | 3,965 92 | 580 24 | Free |
| 67 | 7,107 49 | 2,335 89 | Free. |
| 68 | 4,125 42 | 146 40 | Free. |
| 69 | 2,224 75 | ..... | Free. |
| 70 | 3,909 26 | 268 45 | Village $6.50; others $10. |
| 71 | 9,301 36 | 253 43 | Town $9; Co. free. |
| 72 | 4,974 66 | 75 74 | $7.50. |
| 73 | 2,495 66 | ..... | Free. |
| 74 | 5,653 78 | 79 56 | Res. free; others $5. |
| 75 | 3,510 93 | 66 37 | $10. |
| 76 | 3,599 12 | 545 70 | Free. |
| 77 | 15,385 89 | 2,570 97 | $10. |
| 78 | 9,008 01 | ..... | Dist and Co. free; others $10. |
| 79 | 7,431 78 | ..... | Res. free; non-res. $5. |
| 80 | 2,774 42 | 690 85 | Free. |
| 81 | 18,179 75 | 2,661 56 | Free. |
| 82 | 3,915 75 | 1,165 34 | $10. |
| 83 | 13,655 89 | 1,703 47 | Res. free; non-res. $10. |
| 84 | 5,093 27 | ..... | L. and M. Schs. $5; U. Sch. $12. |
| 85 | 3,833 08 | 624 15 | Free. |
| 86 | 5,717 72 | ..... | L. and M. Sch. $7.50; U. Sch. $10. |
| 87 | 10,672 15 | ..... | 1st and 2nd years free; 3rd year $15. |
| 88 | 12,476 50 | ..... | F. I free, except to non-res.; F. II $9; III $15; IV $21; V $27. |
| 89 | 112,213 83 | ..... | |
| 90 | 26,630 97 | 9 366 85 | |
| 91 | 221,794 56 | 52,522 37 | 1st yr. free; 2nd $9; 3rd $15; 4th $21; specials $2 per |
| 92 | 5,394 11 | 725 29 | Free. [subject per term. |
| 93 | 4,966 63 | ..... | Res. $5; non-res. $7,50. |
| 94 | 2,131 60 | 755 68 | Free. |
| 95 | 5,078 24 | 697 41 | $10. |
| 96 | 2,265 65 | ..... | $7.50. |
| 97 | 2,818 21 | 313 98 | $10. |
| 98 | 3,425 13 | 815 41 | Free. |
| 99 | 4,573 09 | 1,802 46 | $10. |
| 100 | 6,195 77 | 5,942 32 | Free. |
| 101 | 5,417 36 | 700 72 | $10. |
| 102 | 7,792 65 | 1,340 89 | Town, $6; Co. $7.50. |
| 103 | 3,695 90 | 509 73 | $5. |
| 104 | 5,036 92 | ..... | Free. |
| 105 | 6,706 12 | 887 62 | L. Sch. $6; M. Sch. $8; U. Sch. $10. |
| 1 | 1,010,191 31 | 135,683 66 | 52 free; 53 not free. |
| 2 | 937,866 90 | 96,284 03 | 12 free; 31 not free. |
| 3 | 1,948,058 21 | 231,967 69 | 64 free; 84 not free. |
| 4 | 1,636,166 20 | 559,156 04 | 64 free; 82 not free. |
| 5 | 311,892 01 | ..... | 2 not free. |
| 6 | ..... | 327,188 35 | ..... |
| 7 | ..... | ..... | 43.24 free; 56.75 not free. |

Cost per pupil, enrolled attendance, $60.44; average attendance, $96.54.

## COLLEGIATE INSTITUTES

### II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

| Collegiate Institutes | Pupils | | | | Number of Pupils in— | | | Number of Pupils from— | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Totals | Average Daily Attendance | Lower School | Middle School | Upper School | Municipalities composing the High School District | Municipalities within the County or Territorial District | Other Counties or Districts |
| 1 Barrie | 147 | 164 | 311 | 183 | 192 | 94 | 25 | 166 | 135 | 10 |
| 2 Berlin | 194 | 141 | 335 | 217 | 205 | 96 | 34 | 200 | 132 | 3 |
| 3 Brantford | 244 | 274 | 518 | 334 | 313 | 170 | 35 | 338 | 150 | 30 |
| 4 Brockville | 148 | 198 | 346 | 217 | 228 | 86 | 32 | 218 | 125 | 3 |
| 5 Chatham | 201 | 235 | 436 | 268 | 230 | 147 | 59 | 272 | 158 | 6 |
| 6 Clinton | 97 | 98 | 195 | 127 | 114 | 56 | 25 | 83 | 112 | ..... |
| 7 Cobourg | 136 | 182 | 318 | 149 | 213 | 91 | 14 | 114 | 202 | 2 |
| 8 Collingwood | 101 | 130 | 231 | 126 | 168 | 48 | 15 | 156 | 48 | 27 |
| 9 Fort William | 75 | 123 | 198 | 126 | 161 | 30 | 7 | 187 | 7 | 4 |
| 10 Galt | 184 | 189 | 373 | 234 | 259 | 87 | 27 | 189 | 163 | 21 |
| 11 Goderich | 86 | 163 | 249 | 164 | 145 | 80 | 24 | 134 | 114 | 1 |
| 12 Guelph | 200 | 238 | 438 | 299 | 273 | 112 | 53 | 297 | 115 | 26 |
| 13 Hamilton | 510 | 464 | 974 | 634 | 437 | 399 | 138 | 874 | 77 | 23 |
| 14 Ingersoll | 78 | 84 | 162 | 102 | 92 | 59 | 11 | 81 | 70 | 11 |
| 15 Kingston | 257 | 267 | 524 | 331 | 256 | 245 | 23 | 460 | 58 | 6 |
| 16 Lindsay | 195 | 213 | 408 | 259 | 250 | 107 | 51 | 209 | 131 | 68 |
| 17 London | 528 | 564 | 1,092 | 694 | 679 | 317 | 96 | 856 | 231 | 5 |
| 18 Morrisburg | 66 | 77 | 143 | 93 | 77 | 49 | 17 | 59 | 81 | 3 |
| 19 Napanee | 92 | 143 | 235 | 153 | 119 | 89 | 27 | 112 | 114 | 9 |
| 20 Niagara Falls | 123 | 153 | 276 | 167 | 189 | 57 | 30 | 216 | 43 | 17 |
| 21 Orillia | 148 | 174 | 322 | 206 | 196 | 104 | 22 | 171 | 91 | 60 |
| 22 Ottawa | 593 | 472 | 1,065 | 677 | 613 | 393 | 59 | 956 | 52 | 57 |
| 23 Owen Sound | 217 | 265 | 482 | 307 | 268 | 161 | 53 | 302 | 134 | 46 |
| 24 Perth | 94 | 127 | 221 | 154 | 116 | 91 | 14 | 114 | 105 | 2 |
| 25 Peterborough | 220 | 283 | 503 | 311 | 356 | 102 | 45 | 434 | 58 | 11 |
| 26 Picton | 118 | 128 | 246 | 160 | 145 | 82 | 19 | 117 | 128 | 1 |
| 27 Port Arthur | 78 | 88 | 166 | 105 | 130 | 25 | 11 | 165 | ..... | 1 |
| 28 Renfrew | 131 | 185 | 316 | 195 | 212 | 85 | 19 | 160 | 142 | 14 |
| 29 Ridgetown | 74 | 95 | 169 | 110 | 104 | 49 | 16 | 100 | 67 | 2 |
| 30 St. Catharines | 149 | 216 | 365 | 218 | 283 | 56 | 26 | 233 | 114 | 18 |
| 31 St. Mary's | 119 | 139 | 258 | 176 | 128 | 108 | 22 | 120 | 75 | 63 |
| 32 St. Thomas | 219 | 309 | 528 | 328 | 352 | 143 | 33 | 386 | 131 | 11 |
| 33 Sarnia | 144 | 192 | 336 | 220 | 232 | 87 | 17 | 269 | 64 | 3 |
| 34 Seaforth | 97 | 108 | 205 | 140 | 97 | 64 | 44 | 62 | 118 | 25 |
| 35 Stratford | 234 | 224 | 458 | 309 | 276 | 125 | 57 | 324 | 93 | 41 |
| 36 Strathroy | 96 | 112 | 208 | 129 | 106 | 92 | 10 | 114 | 93 | 1 |
| 37 Toronto, Harbord | 350 | 414 | 764 | 489 | 415 | 254 | 95 | 764 | ..... | ..... |
| 38 Toronto, Parkdale | 304 | 362 | 666 | 419 | 390 | 230 | 46 | 615 | 34 | 17 |
| 39 Toronto, Jarvis | 294 | 329 | 623 | 391 | 306 | 247 | 70 | 610 | 8 | 5 |
| 40 Toronto, Humberside | 171 | 190 | 361 | 235 | 208 | 126 | 27 | 308 | 36 | 17 |
| 41 Vankleek Hill | 63 | 132 | 195 | 137 | 89 | 98 | 8 | 69 | 98 | 28 |
| 42 Windsor | 194 | 199 | 393 | 232 | 303 | 73 | 17 | 293 | 97 | 3 |
| 43 Woodstock | 210 | 230 | 440 | 261 | 312 | 95 | 33 | 201 | 202 | 37 |
| Totals | 7,979 | 9,073 | 17,052 | 10,786 | 10,237 | 5,309 | 1,506 | 12,108 | 4,206 | 738 |

## AND HIGH SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.

| | Number of Pupils from Families whose Head is occupied as below | | | | | | | | Number of Pupils in the Various Subjects | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Commerce | Agriculture | Law, Medicine, or the Church | Teaching | The Trades | Labouring occupations | Other occupations | Without occupation | English Grammar | English Composition and Rhetoric | English Literature | Canadian History | British History | Ancient History | Mediæval History |
| 1 | 64 | 117 | 16 | 8 | 65 | 5 | 36 | ..... | 301 | 301 | 301 | 286 | 156 | 97 | 16 |
| 2 | 189 | 27 | 38 | 9 | 9 | 8 | 20 | 35 | 269 | 320 | 319 | 298 | 196 | 98 | 11 |
| 3 | 149 | 145 | 33 | 13 | 128 | 26 | 19 | 5 | 358 | 502 | 502 | 310 | 483 | 169 | 19 |
| 4 | 63 | 75 | 21 | ..... | 72 | 45 | 42 | 28 | 322 | 342 | 346 | 231 | 133 | 86 | 13 |
| 5 | 104 | 136 | 45 | 6 | 83 | 42 | ..... | 20 | 225 | 432 | 432 | 377 | 416 | 147 | 41 |
| 6 | 42 | 95 | 11 | ..... | 23 | 6 | 16 | 2 | 143 | 190 | 190 | 129 | 136 | 60 | 18 |
| 7 | 48 | 70 | 13 | 6 | 90 | 40 | 40 | 11 | 263 | 318 | 318 | 213 | 318 | 35 | 4 |
| 8 | 27 | 70 | 8 | 5 | 25 | 20 | 75 | 1 | 216 | 230 | 230 | 216 | 216 | 46 | 11 |
| 9 | 51 | 9 | 5 | 1 | 35 | 42 | 43 | 12 | 174 | 198 | 198 | 191 | 198 | 37 | 7 |
| 10 | 126 | 77 | 16 | 6 | 94 | 10 | 24 | 20 | 279 | 365 | 365 | 346 | 346 | 87 | 17 |
| 11 | 40 | 94 | 15 | 2 | 45 | 15 | 26 | 12 | 219 | 239 | 239 | 225 | 225 | 84 | 11 |
| 12 | 151 | 132 | 30 | 15 | 87 | 15 | ..... | 8 | 313 | 438 | 438 | 302 | 307 | 112 | 53 |
| 13 | 466 | 87 | 100 | 38 | 190 | 39 | 24 | 30 | 573 | 955 | 955 | 873 | 873 | 409 | 52 |
| 14 | 34 | 76 | 7 | 4 | 28 | 1 | 2 | 10 | 134 | 157 | 157 | 154 | 154 | 55 | 6 |
| 15 | 130 | 63 | 43 | 17 | 118 | 28 | 110 | 15 | 434 | 518 | 518 | 361 | 340 | 195 | 18 |
| 16 | 79 | 141 | 15 | 10 | 29 | 47 | 48 | 39 | 287 | 395 | 395 | 336 | 348 | 119 | 24 |
| 17 | 380 | 190 | 100 | 25 | 317 | 51 | 15 | 14 | 761 | 1,057 | 1,057 | 1,016 | 1,043 | 347 | 58 |
| 18 | 24 | 61 | 8 | 2 | 30 | 11 | 5 | 2 | 97 | 143 | 143 | 97 | 106 | 59 | 14 |
| 19 | 30 | 124 | 19 | 8 | 18 | 14 | 12 | 10 | 170 | 228 | 228 | 207 | 134 | 51 | 14 |
| 20 | 88 | 33 | 6 | 5 | 42 | 40 | 42 | 20 | 176 | 274 | 274 | 259 | 274 | 57 | 28 |
| 21 | 74 | 132 | 24 | 11 | 33 | 22 | 15 | 11 | 252 | 313 | 313 | 240 | 194 | 108 | 9 |
| 22 | 283 | 61 | 84 | 38 | 216 | 40 | 292 | 51 | 549 | 1,053 | 1,052 | 495 | 539 | 121 | 35 |
| 23 | 91 | 149 | 43 | 5 | 97 | 63 | 20 | 14 | 388 | 461 | 461 | 429 | 334 | 161 | 45 |
| 24 | 38 | 101 | 10 | ..... | 23 | 14 | 35 | ..... | 167 | 221 | 221 | 207 | 207 | 52 | 9 |
| 25 | 96 | 60 | 29 | 4 | 166 | 63 | 30 | 55 | 409 | 475 | 475 | 458 | 241 | 117 | 18 |
| 26 | 22 | 120 | 10 | 5 | 23 | 46 | 12 | 8 | 145 | 245 | 245 | 83 | 196 | 82 | 10 |
| 27 | 42 | 4 | 15 | 4 | 53 | 10 | 32 | 6 | 129 | 166 | 164 | 140 | 140 | 27 | 9 |
| 28 | 86 | 124 | 16 | 3 | 64 | 20 | 3 | ..... | 244 | 316 | 311 | 196 | 188 | 85 | 12 |
| 29 | 41 | 71 | 7 | 3 | 20 | 6 | 12 | 9 | 121 | 164 | 164 | 94 | 95 | 56 | 14 |
| 30 | 92 | 66 | 15 | 3 | 108 | 35 | 42 | 4 | 301 | 365 | 365 | 339 | 339 | 56 | 18 |
| 31 | 46 | 130 | 10 | 3 | 31 | 34 | 2 | 2 | 210 | 254 | 254 | 247 | 247 | 98 | 14 |
| 32 | 98 | 142 | 15 | 4 | 152 | 101 | 13 | 3 | 307 | 489 | 495 | 313 | 323 | 143 | 17 |
| 33 | 94 | 53 | 22 | 4 | 81 | 37 | 43 | 2 | 232 | 336 | 336 | 319 | 319 | 87 | 3 |
| 34 | 37 | 99 | 11 | 3 | 22 | 16 | 2 | 15 | 112 | 201 | 194 | 158 | 169 | 65 | 37 |
| 35 | 120 | 135 | 28 | 10 | 94 | 10 | 35 | 26 | 340 | 432 | 432 | 340 | 340 | 182 | 35 |
| 36 | 39 | 93 | 13 | 3 | 33 | 4 | 18 | 5 | 154 | 201 | 201 | 100 | 135 | 126 | 6 |
| 37 | 300 | 5 | 25 | 20 | 284 | ..... | 30 | 100 | 674 | 764 | 764 | 533 | 447 | 275 | 42 |
| 38 | 224 | 29 | 53 | 14 | 140 | 37 | 129 | 40 | 485 | 664 | 664 | 330 | 332 | 126 | 27 |
| 39 | 225 | 18 | 124 | 27 | 132 | 56 | 29 | 12 | 496 | 615 | 615 | 285 | 392 | 228 | 28 |
| 40 | 63 | 39 | 31 | 11 | 82 | 12 | 96 | 27 | 291 | 357 | 357 | 280 | 221 | 69 | 15 |
| 41 | 8 | 153 | 10 | ..... | 4 | 4 | 3 | 13 | 126 | 195 | 195 | 177 | 177 | 98 | 6 |
| 42 | 84 | 31 | 21 | 2 | 133 | 34 | 73 | 15 | 291 | 343 | 343 | 273 | 190 | 84 | 6 |
| 43 | 83 | 153 | 19 | 9 | 41 | 25 | 101 | 9 | 342 | 420 | 420 | 426 | 426 | 95 | 16 |
| | 4,571 | 3,790 | 1,184 | 366 | 3,560 | 1,194 | 1,666 | 721 | 12,479 | 16,652 | 16,646 | 12,889 | 12,594 | 4,891 | 866 |

## COLLEGIATE INSTITUTES

### II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the Various Subjects—Continued

| Collegiate Institutes | Modern History | Geography | Reading | Arithmetic and Mensuration | Algebra | Geometry | Trigonometry | French | German | Latin | Greek |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 Barrie | 12 | 237 | 216 | 240 | 294 | 191 | 17 | 214 | 25 | 266 | .... |
| 2 Berlin | 8 | 261 | 241 | 277 | 293 | 158 | 16 | 93 | 169 | 262 | 5 |
| 3 Brantford | 18 | 288 | 383 | 383 | 458 | 450 | 19 | 392 | 151 | 314 | 8 |
| 4 Brockville | 10 | 263 | 259 | 278 | 317 | 245 | 27 | 298 | 40 | 289 | 6 |
| 5 Chatham | 30 | 230 | 436 | 277 | 326 | 267 | 51 | 247 | 61 | 287 | 25 |
| 6 Clinton | 13 | 136 | 143 | 143 | 190 | 180 | 18 | 105 | 23 | 185 | 3 |
| 7 Cobourg | 6 | 213 | 213 | 263 | 225 | 169 | 10 | 150 | 22 | 146 | .... |
| 8 Collingwood | 11 | 168 | 168 | 216 | 226 | 206 | 7 | 135 | 23 | 142 | 8 |
| 9 Fort William | 7 | 161 | 161 | 174 | 166 | 127 | 7 | 111 | 24 | 139 | 2 |
| 10 Galt | 10 | 259 | 259 | 279 | 320 | 321 | 24 | 305 | 97 | 331 | 4 |
| 11 Goderich | 15 | 145 | 145 | 170 | 209 | 177 | 9 | 102 | 15 | 113 | 3 |
| 12 Guelph | 53 | 273 | 273 | 313 | 355 | 355 | 53 | 315 | 128 | 348 | 17 |
| 13 Hamilton | 66 | 558 | 571 | 573 | 935 | 935 | 101 | 668 | 291 | 917 | 31 |
| 14 Ingersoll | 5 | 112 | 112 | 135 | 137 | 95 | 6 | 85 | 11 | 111 | 1 |
| 15 Kingston | 18 | 381 | 331 | 425 | 468 | 380 | 15 | 375 | 101 | 372 | 15 |
| 16 Lindsay | 25 | 273 | 273 | 273 | 317 | 316 | 33 | 270 | 27 | 295 | 21 |
| 17 London | 36 | 805 | 805 | 805 | 898 | 589 | 66 | 896 | 48 | 699 | 12 |
| 18 Morrisburg | 6 | 97 | 92 | 97 | 136 | 136 | 15 | 107 | 19 | 128 | 5 |
| 19 Napanee | 11 | 139 | 139 | 173 | 194 | 141 | 21 | 143 | 63 | 163 | 3 |
| 20 Niagara Falls | 14 | 189 | 189 | 211 | 264 | 183 | 28 | 192 | 27 | 164 | 7 |
| 21 Orillia | 11 | 207 | 207 | 252 | 280 | 277 | 13 | 203 | 44 | 260 | 6 |
| 22 Ottawa | 15 | 641 | 712 | 908 | 948 | 634 | 85 | 907 | 172 | 625 | 17 |
| 23 Owen Sound | 32 | 388 | 268 | 388 | 437 | 437 | 47 | 225 | 30 | 287 | 11 |
| 24 Perth | 4 | 116 | 116 | 167 | 221 | 170 | 14 | 99 | 16 | 159 | 5 |
| 25 Peterborough | 13 | 389 | 389 | 410 | 418 | 403 | 35 | 378 | 72 | 390 | 8 |
| 26 Picton | 12 | 145 | 122 | 145 | 190 | 100 | 8 | 200 | 60 | 185 | 1 |
| 27 Port Arthur | 10 | 128 | 128 | 155 | 151 | 126 | 9 | 113 | 16 | 124 | 9 |
| 28 Renfrew | 12 | 212 | 212 | 216 | 310 | 283 | 14 | 170 | 19 | 242 | 3 |
| 29 Ridgetown | 5 | 121 | 121 | 121 | 164 | 164 | 11 | 59 | 6 | 118 | 2 |
| 30 St. Catharines | 20 | 283 | 283 | 301 | 308 | 202 | 18 | 210 | 142 | 208 | 14 |
| 31 St. Mary's | 13 | 189 | 189 | 247 | 253 | 189 | 14 | 163 | 35 | 233 | 14 |
| 32 St. Thomas | 14 | 352 | 352 | 390 | 378 | 228 | 26 | 370 | 120 | 375 | 5 |
| 33 Sarnia | 6 | 232 | 232 | 232 | 233 | 233 | 16 | 191 | 27 | 213 | 8 |
| 34 Seaforth | 29 | 97 | 95 | 150 | 199 | 160 | 39 | 123 | 41 | 155 | 13 |
| 35 Stratford | 38 | 396 | 396 | 396 | 389 | 389 | 44 | 225 | 165 | 340 | 7 |
| 36 Strathroy | 7 | 154 | 128 | 157 | 196 | 196 | 7 | 138 | 20 | 173 | 5 |
| 37 Toronto, Harbord | 34 | 388 | 388 | 739 | 764 | 764 | 76 | 710 | 440 | 696 | 64 |
| 38 Toronto, Parkdale | 21 | 356 | 390 | 530 | 664 | 654 | 33 | 396 | 223 | 538 | 36 |
| 39 Toronto, Jarvis | 32 | 448 | 448 | 496 | 608 | 604 | 54 | 594 | 230 | 582 | 42 |
| 40 Toronto, Humberside | 9 | 315 | 273 | 291 | 347 | 299 | 20 | 269 | 130 | 299 | 15 |
| 41 Vankleek Hill | 6 | 126 | 126 | 126 | 175 | 175 | 7 | 120 | 2 | 153 | 12 |
| 42 Windsor | 3 | 284 | 325 | 325 | 292 | 193 | 15 | 217 | 26 | 220 | 6 |
| 43 Woodstock | 14 | 357 | 312 | 342 | 377 | 377 | 20 | 262 | 52 | 322 | 10 |
| Totals | 734 | 11,512 | 11,621 | 13,189 | 15,030 | 12,878 | 1,168 | 11,545 | 3,453 | 12,568 | 489 |

## AND HIGH SCHOOLS—Continued

### AND IN THE VARIOUS SUBJECTS, ETC.—Continued

| | Number of Pupils in the Various Subjects—Continued | | | | | | | | | | | Special Courses | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Zoology | Botany | Chemistry | Physics | Mineralogy | Writing | Bookkeeping | Stenography | Typewriting | Art | Physical Culture | Commercial | Agriculture | Manual Training | Household Science | Art (Middle School) |
| 1 | 231 | 231 | 141 | 298 | 10 | 139 | 150 | 27 | 27 | 218 | 311 | ..... | ... | ..... | ..... | ... |
| 2 | 125 | 125 | 96 | 218 | 7 | 193 | 103 | 52 | 57 | 226 | 310 | 42 | ... | 129 | 100 | ... |
| 3 | 99 | 99 | 215 | 231 | 13 | 206 | 151 | 70 | 46 | 183 | 503 | 70 | ... | 149 | 170 | 25 |
| 4 | 133 | 133 | 202 | 279 | 7 | 253 | 118 | 51 | 54 | 126 | 346 | ..... | ... | ..... | ..... | ... |
| 5 | 177 | 177 | 194 | 301 | 10 | 164 | 159 | 71 | 84 | 145 | 436 | 84 | ... | ..... | ..... | ... |
| 6 | 18 | 18 | 185 | 175 | 18 | 114 | 114 | 21 | 16 | 136 | 195 | ..... | ... | ..... | ..... | ... |
| 7 | 250 | 200 | 101 | 103 | 5 | 101 | 72 | 93 | 94 | 88 | 315 | ..... | ... | ..... | ..... | ... |
| 8 | 160 | 160 | 73 | 296 | 4 | 165 | 165 | 29 | 29 | 165 | 231 | 17 | 28 | 34 | ..... | ... |
| 9 | 91 | 91 | 122 | 119 | .... | 161 | 117 | 71 | 71 | 90 | 161 | 71 | ... | ..... | ..... | ... |
| 10 | 230 | 230 | 169 | 316 | 8 | 221 | 172 | 61 | 62 | 151 | 366 | 62 | 6 | 139 | 147 | ... |
| 11 | 113 | 113 | 120 | 126 | 8 | 120 | 95 | 69 | 48 | 102 | 249 | 46 | ... | ..... | ..... | ... |
| 12 | 243 | 242 | 228 | 337 | 21 | 95 | 178 | 83 | 83 | 190 | 430 | 83 | ... | ..... | ..... | ... |
| 13 | 655 | 649 | 616 | 846 | 16 | 352 | 410 | ..... | ..... | 562 | 960 | ..... | ... | 313 | 234 | 7 |
| 14 | 64 | 64 | 65 | 137 | 3 | 78 | 65 | 19 | 19 | 61 | 162 | ..... | ... | 49 | 61 | ... |
| 15 | 202 | 202 | 179 | 354 | 2 | 230 | 110 | 62 | 124 | 75 | 490 | 56 | ... | ..... | ..... | ... |
| 16 | 165 | 165 | 175 | 223 | 26 | 209 | 172 | 66 | 68 | 119 | 403 | 66 | ... | ..... | ..... | ... |
| 17 | 686 | 686 | 556 | 865 | 21 | 734 | 734 | 159 | 75 | 650 | 1,012 | 155 | ... | 80 | 360 | ... |
| 18 | 88 | 88 | 100 | 137 | 5 | 72 | 72 | 11 | 8 | 70 | 143 | ..... | ... | ..... | ..... | ... |
| 19 | 108 | 108 | 143 | 149 | 6 | 73 | 84 | 19 | 11 | 118 | 233 | ..... | ... | ..... | ..... | ... |
| 20 | 86 | 86 | 101 | 101 | 6 | 183 | 154 | 98 | 56 | 72 | 276 | 99 | ... | ..... | ..... | ... |
| 21 | 108 | 108 | 113 | 254 | 8 | 207 | 113 | 42 | 42 | 126 | 314 | 42 | ... | ..... | ..... | 19 |
| 22 | 390 | 390 | 325 | 739 | 13 | 542 | 188 | 116 | 121 | 567 | 1,054 | 114 | ... | ..... | ..... | 114 |
| 23 | 32 | 32 | 335 | 356 | 22 | 268 | 268 | 60 | 48 | 268 | 478 | 48 | ... | 180 | 235 | ... |
| 24 | 121 | 121 | 161 | 191 | .... | 116 | 65 | 21 | 21 | 116 | 218 | 21 | 5 | ..... | ..... | ... |
| 25 | 154 | 154 | 109 | 262 | 7 | 381 | 176 | 84 | 40 | 128 | 491 | 89 | ... | 117 | 125 | ... |
| 26 | 102 | 100 | 190 | 190 | .... | 145 | 92 | 45 | 45 | 104 | 246 | 45 | 16 | ..... | ..... | ... |
| 27 | 42 | 42 | 31 | 83 | 2 | 113 | 85 | 38 | 38 | 102 | 162 | 38 | ... | 74 | 77 | ... |
| 28 | 164 | 164 | 290 | 295 | 6 | 132 | 164 | 40 | 38 | 166 | 313 | 38 | ... | ..... | ..... | ... |
| 29 | 69 | 69 | 90 | 108 | 6 | 52 | 50 | 23 | 35 | 100 | 169 | ..... | ... | ..... | ..... | ... |
| 30 | 172 | 172 | 141 | 148 | 5 | 152 | 185 | 118 | 62 | 224 | 363 | ..... | ... | ..... | ..... | ... |
| 31 | 204 | 204 | 182 | 254 | 7 | 88 | 144 | 27 | 13 | 185 | 255 | ..... | ... | ..... | ..... | ... |
| 32 | 372 | 372 | 163 | 395 | 12 | 220 | 220 | 154 | 75 | 352 | 528 | 154 | ... | 67 | ..... | ... |
| 33 | 42 | 42 | 77 | 198 | 3 | 180 | 113 | 103 | 54 | 48 | 326 | 54 | ... | ..... | ..... | ... |
| 34 | 130 | 130 | 94 | 183 | 25 | 97 | 97 | 36 | 38 | 69 | 199 | ..... | ... | ..... | ..... | ... |
| 35 | 193 | 193 | 385 | 304 | 20 | 274 | 151 | 70 | 70 | 151 | 450 | 70 | ... | 115 | 123 | 7 |
| 36 | 133 | 133 | 95 | 196 | 3 | 128 | 50 | 8 | 12 | 128 | 202 | 8 | ... | ..... | ..... | ... |
| 37 | 443 | 443 | 420 | 635 | 10 | 360 | 360 | ..... | ..... | 365 | 764 | ..... | ... | ..... | ..... | ... |
| 38 | 356 | 356 | 249 | 562 | 14 | 332 | 326 | ..... | ..... | 369 | 660 | ..... | ... | ..... | ..... | ... |
| 39 | 253 | 253 | 265 | 342 | 21 | 198 | 198 | ..... | ..... | 252 | 608 | ..... | ... | ..... | ..... | ... |
| 40 | 166 | 166 | 111 | 263 | 6 | 213 | 105 | 37 | 22 | 202 | 315 | 37 | ... | ..... | ..... | 10 |
| 41 | 79 | 79 | 133 | 163 | 2 | 49 | 56 | 17 | 17 | 79 | 195 | ..... | ... | ..... | ..... | 7 |
| 42 | 209 | 209 | 122 | 300 | 10 | 257 | 160 | 97 | 47 | 246 | 370 | 95 | ... | ..... | ..... | ... |
| 43 | 76 | 76 | 131 | 205 | 20 | 292 | 292 | 48 | 48 | 138 | 430 | 48 | ... | 161 | 216 | ... |
| | 7,934 | 7,875 | 7,993 | 12,237 | 418 | 8,659 | 7,053 | 2,316 | 1,918 | 8,032 | 16,642 | 1,752 | 55 | 1,607 | 1,848 | 189 |

## COLLEGIATE INSTITUTES

### II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS AND

| High Schools | Pupils | | | | Number of Pupils in— | | | Number of Pupils from— | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Totals | Average Daily Attendance | Lower School | Middle School | Upper School | Municipalities composing the High School Dis't | Municipalities within the County or Territorial District | Other Counties or Districts |
| 1 Alexandria | 49 | 107 | 156 | 103 | 118 | 38 | ..... | 135 | 12 | 9 |
| 2 Almonte | 66 | 70 | 136 | 83 | 71 | 55 | 10 | 88 | 44 | 4 |
| 3 Arnprior | 88 | 116 | 204 | 137 | 111 | 78 | 15 | 143 | 40 | 21 |
| 4 Arthur | 37 | 68 | 105 | 64 | 61 | 41 | 3 | 50 | 55 | ..... |
| 5 Athens | 70 | 113 | 183 | 128 | 97 | 86 | ..... | 72 | 109 | 2 |
| 6 Aurora | 62 | 68 | 130 | 78 | 74 | 41 | 15 | 62 | 67 | 1 |
| 7 Aylmer | 71 | 88 | 159 | 108 | 65 | 79 | 15 | 72 | 87 | ..... |
| 8 Beamsville | 38 | 38 | 76 | 44 | 55 | 21 | ..... | 29 | 47 | ..... |
| 9 Belleville | 133 | 171 | 304 | 171 | 175 | 98 | 31 | 216 | 76 | 12 |
| 10 Bowmanville | 53 | 65 | 118 | 70 | 69 | 35 | 14 | 69 | 47 | 2 |
| 11 Bradford | 40 | 45 | 85 | 72 | 50 | 35 | ..... | 25 | 60 | ..... |
| 12 Brampton | 82 | 96 | 178 | 121 | 78 | 73 | 27 | 89 | 78 | 11 |
| 13 Brighton | 36 | 35 | 71 | 48 | 51 | 20 | ..... | 37 | 34 | ..... |
| 14 Caledonia | 45 | 79 | 124 | 73 | 63 | 47 | 14 | 46 | 58 | 20 |
| 15 Campbellford | 57 | 92 | 149 | 95 | 96 | 47 | 6 | 102 | 45 | 2 |
| 16 Carleton Place | 81 | 119 | 200 | 125 | 100 | 88 | 12 | 122 | 74 | 4 |
| 17 Cayuga | 34 | 41 | 75 | 54 | 48 | 21 | 6 | 22 | 53 | ..... |
| 18 Chesley | 56 | 80 | 136 | 84 | 77 | 43 | 16 | 70 | 44 | 22 |
| 19 Colborne | 34 | 34 | 68 | 44 | 45 | 23 | ..... | 27 | 41 | ..... |
| 20 Cornwall | 160 | 170 | 330 | 217 | 229 | 90 | 11 | 167 | 127 | 36 |
| 21 Deseronto | 30 | 42 | 72 | 45 | 49 | 23 | ..... | 53 | 16 | 3 |
| 22 Dundas | 36 | 72 | 108 | 63 | 60 | 43 | 5 | 76 | 31 | 1 |
| 23 Dunnville | 74 | 88 | 162 | 103 | 89 | 58 | 15 | 90 | 54 | 18 |
| 24 Dutton | 63 | 66 | 129 | 81 | 50 | 61 | 18 | 34 | 94 | 1 |
| 25 Elora | 35 | 37 | 72 | 43 | 53 | 17 | 2 | 44 | 28 | ..... |
| 26 Essex | 75 | 72 | 147 | 89 | 84 | 48 | 15 | 48 | 98 | 1 |
| 27 Fergus | 80 | 82 | 162 | 109 | 87 | 56 | 19 | 66 | 96 | ..... |
| 28 Forest | 58 | 70 | 128 | 82 | 78 | 40 | 10 | 56 | 72 | ..... |
| 29 Gananoque | 59 | 80 | 139 | 91 | 72 | 67 | ..... | 92 | 29 | 18 |
| 30 Georgetown | 58 | 89 | 147 | 89 | 107 | 34 | 6 | 47 | 43 | 57 |
| 31 Glencoe | 27 | 60 | 87 | 44 | 55 | 27 | 5 | 31 | 51 | 5 |
| 32 Gravenhurst | 31 | 43 | 74 | 45 | 43 | 31 | ..... | 57 | 16 | 1 |
| 33 Grimsby | 61 | 72 | 133 | 81 | 71 | 62 | ..... | 44 | 42 | 47 |
| 34 Hagersville | 60 | 73 | 133 | 82 | 75 | 53 | 5 | 57 | 76 | ..... |
| 35 Haileybury | 47 | 56 | 103 | 58 | 97 | 6 | ..... | 101 | ..... | 2 |
| 36 Harriston | 47 | 55 | 102 | 62 | 56 | 41 | 5 | 46 | 28 | 28 |
| 37 Hawkesbury | 35 | 35 | 70 | 37 | 48 | 18 | 4 | 29 | 26 | 15 |
| 38 Iroquois | 59 | 80 | 139 | 97 | 61 | 66 | 12 | 44 | 79 | 16 |
| 39 Kemptville | 74 | 126 | 200 | 126 | 78 | 100 | 22 | 64 | 64 | 72 |
| 40 Kenora | 38 | 49 | 87 | 57 | 59 | 28 | ..... | 84 | 3 | ..... |
| 41 Kincardine | 63 | 69 | 132 | 86 | 82 | 40 | 10 | 60 | 68 | 4 |
| 42 Leamington | 81 | 103 | 184 | 114 | 121 | 44 | 19 | 171 | 1 | 12 |
| 43 Listowel | 116 | 100 | 216 | 141 | 107 | 87 | 22 | 83 | 110 | 23 |
| 44 Lucan | 64 | 61 | 125 | 83 | 75 | 36 | 14 | 43 | 82 | ..... |
| 45 Madoc | 36 | 62 | 98 | 63 | 63 | 33 | 2 | 45 | 53 | ..... |
| 46 Markham | 114 | 84 | 198 | 133 | 106 | 58 | 34 | 44 | 125 | 29 |
| 47 Meaford | 76 | 94 | 170 | 109 | 99 | 57 | 14 | 88 | 74 | 8 |
| 48 Midland | 59 | 59 | 118 | 74 | 69 | 38 | 11 | 91 | 27 | ..... |
| 49 Mitchell | 65 | 95 | 160 | 113 | 89 | 71 | ..... | 90 | 69 | 1 |
| 50 Mount Forest | 71 | 111 | 182 | 123 | 96 | 78 | 8 | 104 | 43 | 35 |
| 51 Newburgh | 44 | 56 | 100 | 56 | 85 | 14 | 1 | 22 | 76 | 2 |
| 52 Newcastle | 17 | 31 | 48 | 27 | 32 | 16 | ..... | 32 | 16 | ..... |
| 53 Newmarket | 94 | 96 | 190 | 112 | 115 | 57 | 18 | 91 | 95 | 4 |
| 54 Niagara | 25 | 21 | 46 | 22 | 34 | 12 | ..... | 40 | 6 | ..... |
| 55 Niagara Falls South | 35 | 52 | 87 | 45 | 66 | 21 | ..... | 54 | 33 | ..... |
| 56 North Bay | 60 | 65 | 125 | 77 | 100 | 18 | 7 | 121 | 4 | ..... |

## AND HIGH SCHOOLS—Continued

### IN THE VARIOUS SUBJECTS, ETC.—Continued

| | Number of Pupils from Families whose Head is occupied as below | | | | | | | | Number of Pupils in the Various Subjects | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Commerce | Agriculture | Law, Medicine, or the Church | Teaching | The Trades | Labouring Occupations | Other Occupations | Without Occupation | English Grammar | English Composition and Rhetoric | English Literature | Canadian History | British History | Ancient History | Mediaeval History |
| 1 | 7 | 102 | 3 | ..... | 11 | 15 | 16 | 2 | 131 | 156 | 156 | 156 | 156 | 38 | .... |
| 2 | 28 | 48 | 9 | 1 | 26 | 6 | 18 | ..... | 123 | 131 | 131 | 127 | 104 | 41 | 4 |
| 3 | 45 | 43 | 9 | 4 | 42 | 31 | 29 | 1 | 133 | 204 | 204 | 111 | 87 | 53 | 9 |
| 4 | 17 | 54 | 3 | ..... | 14 | 4 | 2 | 11 | 78 | 105 | 105 | 77 | 62 | 31 | 2 |
| 5 | 22 | 93 | 11 | 1 | 15 | 6 | 15 | 20 | 176 | 183 | 183 | 125 | 126 | 55 | .... |
| 6 | 14 | 69 | 6 | 1 | 23 | 4 | 11 | 2 | 108 | 120 | 121 | 118 | 118 | 44 | 2 |
| 7 | 26 | 90 | 10 | 2 | 23 | 8 | ..... | ..... | 98 | 159 | 159 | 56 | 85 | 65 | 12 |
| 8 | 7 | 41 | 3 | ..... | 8 | 9 | 3 | 5 | 76 | 76 | 76 | 45 | 52 | 21 | .... |
| 9 | 84 | 65 | 15 | 15 | 81 | 17 | 22 | 5 | 273 | 304 | 304 | 223 | 218 | 48 | 31 |
| 10 | 14 | 44 | 6 | 5 | 24 | 5 | 4 | 16 | 69 | 115 | 115 | 104 | 104 | 34 | 8 |
| 11 | 2 | 49 | 2 | ..... | 13 | ..... | 13 | 6 | 51 | 85 | 85 | 49 | 61 | 30 | .... |
| 12 | 12 | 86 | 13 | 2 | 17 | 19 | 15 | 14 | 108 | 172 | 172 | 78 | 103 | 73 | 19 |
| 13 | 10 | 32 | 4 | 3 | 2 | ..... | 20 | ..... | 71 | 71 | 71 | 71 | 71 | 20 | .... |
| 14 | 11 | 60 | 8 | 6 | 17 | 2 | 18 | 2 | 94 | 118 | 118 | 113 | 113 | 50 | 8 |
| 15 | 24 | 47 | 9 | 4 | 5 | 24 | 14 | 22 | 96 | 149 | 149 | 143 | 143 | 47 | 6 |
| 16 | 37 | 73 | 10 | ..... | 50 | 14 | 9 | 7 | 124 | 200 | 200 | 100 | 141 | 60 | 4 |
| 17 | 4 | 44 | 7 | 2 | 9 | ..... | 8 | 1 | 54 | 75 | 75 | 69 | 46 | 22 | 5 |
| 18 | 48 | 49 | 10 | ..... | 18 | 8 | 2 | 1 | 76 | 136 | 136 | 81 | 98 | 43 | 14 |
| 19 | 14 | 39 | 5 | ..... | 6 | ..... | 1 | 3 | 46 | 68 | 68 | 68 | 68 | 23 | .... |
| 20 | 58 | 120 | 19 | 5 | 37 | 27 | 62 | 2 | 229 | 328 | 328 | 319 | 182 | 75 | 12 |
| 21 | 12 | 19 | ..... | ..... | 23 | 17 | 1 | ..... | 72 | 72 | 72 | 72 | 59 | 23 | .... |
| 22 | 26 | 22 | 4 | 1 | 11 | 12 | 19 | 13 | 78 | 105 | 105 | 77 | 102 | 41 | 3 |
| 23 | 38 | 72 | 10 | ..... | 24 | 12 | 6 | ..... | 147 | 162 | 162 | 147 | 147 | 49 | 10 |
| 24 | 5 | 76 | 5 | 2 | 14 | 6 | 18 | 3 | 50 | 121 | 121 | 92 | 80 | 61 | 9 |
| 25 | 6 | 20 | 4 | 2 | 13 | 13 | 11 | 3 | 62 | 72 | 72 | 72 | 53 | 19 | 1 |
| 26 | 35 | 82 | 11 | 4 | 8 | 2 | 1 | 4 | 133 | 143 | 139 | 98 | 78 | 45 | 7 |
| 27 | 39 | 73 | 6 | ..... | 28 | 15 | ..... | 1 | 143 | 162 | 162 | 143 | 162 | 56 | 12 |
| 28 | 12 | 62 | 2 | 2 | 30 | 2 | 10 | 8 | 78 | 128 | 128 | 89 | 69 | 38 | 10 |
| 29 | 36 | 47 | 7 | 2 | 47 | ..... | ..... | ..... | 91 | 139 | 139 | 137 | 13[illegible] | 64 | 1 |
| 30 | 32 | 62 | 7 | 1 | 18 | 16 | 11 | ..... | 141 | 147 | 147 | 141 | 141 | 34 | 6 |
| 31 | 5 | 49 | 9 | 2 | 3 | 2 | 13 | 4 | 55 | 85 | 85 | 77 | 77 | 27 | 3 |
| 32 | 9 | 14 | ..... | ..... | 23 | 13 | 15 | ..... | 72 | 71 | 73 | 71 | 71 | 29 | .... |
| 33 | 22 | 82 | 12 | 3 | 5 | 3 | 4 | 2 | 95 | 133 | 133 | 71 | 133 | 62 | .... |
| 34 | 39 | 72 | 6 | 1 | 8 | 4 | 2 | 1 | 75 | 128 | 128 | 128 | 128 | 58 | .... |
| 35 | 20 | 5 | 14 | ..... | 18 | 2 | 39 | 5 | 100 | 103 | 103 | 103 | 103 | 3 | .... |
| 36 | 25 | 35 | 10 | ..... | 6 | 1 | 16 | 9 | 56 | 101 | 101 | 97 | 75 | 41 | 4 |
| 37 | 20 | 28 | 6 | 1 | 12 | ..... | 3 | ..... | 67 | 67 | 67 | 67 | 35 | 17 | .... |
| 38 | 15 | 76 | 4 | 4 | 20 | 9 | 11 | ..... | 88 | 138 | 138 | 127 | 127 | 66 | 11 |
| 39 | 38 | 107 | 16 | 2 | 27 | 6 | 4 | ..... | 182 | 198 | 198 | 99 | 153 | 99 | 13 |
| 40 | 15 | 2 | 1 | 1 | 26 | 37 | 5 | ..... | 68 | 87 | 87 | 87 | 87 | 28 | .... |
| 41 | 27 | 76 | 4 | 1 | 19 | 2 | 3 | ..... | 91 | 131 | 131 | 130 | 130 | 44 | 5 |
| 42 | 35 | 83 | 14 | ..... | 24 | 6 | 15 | 7 | 175 | 178 | 178 | 148 | 105 | 52 | 8 |
| 43 | 40 | 99 | 16 | 5 | 28 | ..... | 20 | 8 | 122 | 211 | 211 | 152 | 147 | 89 | 18 |
| 44 | 21 | 71 | 8 | ..... | 11 | 12 | 2 | ..... | 111 | 125 | 124 | 109 | 109 | 35 | 6 |
| 45 | 31 | 45 | 5 | 3 | 4 | 4 | 3 | 3 | 63 | 98 | 98 | 98 | 98 | 35 | 2 |
| 46 | 26 | 111 | 15 | 8 | 14 | 8 | 6 | 10 | 164 | 198 | 198 | 164 | 164 | 70 | 34 |
| 47 | 42 | 70 | 13 | 1 | 25 | 8 | 11 | ..... | 115 | 166 | 166 | 157 | 164 | 58 | 9 |
| 48 | 14 | 27 | 2 | 2 | 22 | 10 | 35 | 6 | 107 | 118 | 118 | 109 | 118 | 40 | 9 |
| 49 | 47 | 62 | 3 | 4 | 27 | 8 | 5 | 4 | 133 | 160 | 160 | 160 | 160 | 71 | .... |
| 50 | 38 | 71 | 11 | 5 | 17 | 3 | 13 | 24 | 104 | 182 | 182 | 180 | 182 | 86 | 8 |
| 51 | 9 | 73 | 4 | ..... | 11 | 2 | 1 | ..... | 100 | 100 | 100 | 100 | 100 | 25 | .... |
| 52 | 2 | 20 | 2 | 2 | 9 | 7 | ..... | 6 | 48 | 48 | 48 | 48 | 48 | 16 | .... |
| 53 | 23 | 83 | 4 | 1 | 30 | 27 | 15 | 7 | 151 | 185 | 186 | 165 | 124 | 56 | 9 |
| 54 | 9 | 12 | ..... | 1 | 7 | 5 | 4 | 8 | 46 | 46 | 46 | 46 | 46 | 12 | .... |
| 55 | 19 | 38 | 1 | ..... | 20 | 1 | 8 | ..... | 70 | 86 | 86 | 87 | 87 | 21 | .... |
| 56 | 20 | 7 | 2 | 3 | 32 | 13 | 43 | 5 | 106 | 125 | 125 | 69 | 55 | 18 | 7 |

## COLLEGIATE INSTITUTES

### II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

| High Schools—Continued | Number of Pupils in the Various Subjects—Continued | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Modern History | Geography | Reading | Arithmetic and Mensuration | Algebra | Geometry | Trigonometry | French | German | Latin | Greek |
| 1 Alexandria | .... | 131 | 131 | 131 | 156 | 108 | .... | 97 | 2 | 146 | .... |
| 2 Almonte | 8 | 85 | 85 | 85 | 129 | 129 | 4 | 78 | 8 | 133 | 3 |
| 3 Arnprior | 7 | 133 | 133 | 136 | 204 | 158 | 15 | 145 | 34 | 193 | .... |
| 4 Arthur | .... | 68 | 68 | 73 | 105 | 105 | 3 | 36 | .... | 71 | .... |
| 5 Athens | .... | 183 | 116 | 183 | 183 | 183 | .... | 104 | .... | 172 | .... |
| 6 Aurora | 13 | 83 | 83 | 99 | 127 | 81 | 2 | 80 | 16 | 126 | .... |
| 7 Aylmer | 6 | 98 | 98 | 98 | 154 | 156 | 12 | 123 | 26 | 101 | .... |
| 8 Beamsville | .... | 55 | 76 | 76 | 76 | 74 | .... | 33 | 4 | 34 | .... |
| 9 Belleville | 31 | 215 | 215 | 252 | 302 | 215 | 31 | 128 | 32 | 205 | 4 |
| 10 Bowmanville | 4 | 65 | 69 | 72 | 113 | 112 | 10 | 66 | 14 | 87 | 4 |
| 11 Bradford | .... | 50 | 50 | 51 | 85 | 85 | .... | 55 | .... | 84 | .... |
| 12 Brampton | 17 | 78 | 78 | 108 | 172 | 172 | 17 | 165 | 25 | 160 | 11 |
| 13 Brighton | .... | 51 | 51 | 71 | 71 | 41 | .... | 32 | .... | 41 | .... |
| 14 Caledonia | 8 | 63 | 63 | 93 | 120 | 120 | 9 | 78 | 31 | 91 | .... |
| 15 Campbellford | 6 | 96 | 96 | 96 | 145 | 145 | 3 | 120 | 15 | 130 | 1 |
| 16 Carleton Place | 4 | 141 | 100 | 141 | 200 | 141 | 12 | 97 | .... | 120 | 12 |
| 17 Cayuga | 5 | 54 | 54 | 69 | 75 | 75 | 5 | 38 | .... | 68 | .... |
| 18 Chesley | 8 | 76 | 76 | 76 | 136 | 136 | 13 | 109 | 12 | 128 | 3 |
| 19 Colborne | .... | 46 | 46 | 46 | 68 | 36 | .... | 20 | .... | 64 | .... |
| 20 Cornwall | 3 | 229 | 229 | 229 | 284 | 284 | 4 | 142 | 14 | 239 | 3 |
| 21 Deseronto | .... | 59 | 59 | 67 | 72 | 72 | .... | 63 | .... | 68 | .... |
| 22 Dundas | 2 | 77 | 77 | 78 | 106 | 96 | 4 | 62 | 16 | 71 | .... |
| 23 Dunnville | 6 | 89 | 89 | 147 | 129 | 122 | 6 | 95 | 53 | 104 | 3 |
| 24 Dutton | 10 | 50 | 50 | 50 | 121 | 121 | 9 | 54 | 3 | 80 | 1 |
| 25 Elora | .... | 62 | 62 | 62 | 65 | 50 | 2 | 41 | 3 | 45 | 5 |
| 26 Essex | 3 | 101 | 100 | 131 | 142 | 87 | 9 | 117 | 22 | 136 | .... |
| 27 Fergus | 10 | 143 | 162 | 143 | 162 | 162 | 12 | 140 | 34 | 155 | 1 |
| 28 Forest | 6 | 78 | 78 | 78 | 128 | 128 | 10 | 57 | .... | 92 | 3 |
| 29 Gananoque | .... | 91 | 91 | 91 | 120 | 120 | 1 | 62 | .... | 100 | .... |
| 30 Georgetown | .... | 118 | 118 | 141 | 147 | 147 | 6 | 42 | 5 | 109 | 1 |
| 31 Glencoe | 3 | 55 | 55 | 56 | 85 | 85 | 3 | 43 | 8 | 74 | .... |
| 32 Gravenhurst | .... | 53 | 53 | 72 | 70 | 63 | .... | 55 | 7 | 55 | .... |
| 33 Grimsby | .... | 71 | 71 | 95 | 133 | 133 | .... | 78 | 11 | 69 | .... |
| 34 Hagersville | 5 | 75 | 75 | 108 | 128 | 128 | .... | 123 | 5 | 119 | .... |
| 35 Haileybury | .... | 97 | 100 | 100 | 101 | 70 | .... | 99 | .... | 98 | .... |
| 36 Harriston | 3 | 56 | 56 | 84 | 100 | 97 | 4 | 52 | 22 | 91 | .... |
| 37 Hawkesbury | 4 | 48 | 48 | 67 | 67 | 67 | .... | 44 | .... | 36 | .... |
| 38 Iroquois | 1 | 61 | 61 | 127 | 136 | 98 | 11 | 67 | 12 | 117 | .... |
| 39 Kemptville | 8 | 180 | 100 | 181 | 180 | 180 | 16 | 162 | 19 | 179 | 4 |
| 40 Kenora | .... | 69 | 69 | 69 | 84 | 62 | 1 | 39 | .... | 57 | .... |
| 41 Kincardine | 3 | 91 | 91 | 91 | 120 | 120 | 9 | 69 | .... | 116 | 3 |
| 42 Leamington | 3 | 136 | 135 | 171 | 164 | 118 | 15 | 70 | 10 | 145 | 7 |
| 43 Listowel | 9 | 129 | 122 | 131 | 211 | 211 | 17 | 137 | 52 | 176 | 8 |
| 44 Lucan | 9 | 75 | 75 | 75 | 125 | 123 | 8 | 90 | .... | 123 | .... |
| 45 Madoc | 2 | 63 | 63 | 96 | 96 | 96 | .... | 40 | 2 | 86 | .... |
| 46 Markham | 30 | 140 | 140 | 140 | 198 | 198 | 34 | 119 | 42 | 160 | .... |
| 47 Meaford | 5 | 115 | 166 | 155 | 134 | 134 | 13 | 95 | 25 | 128 | 1 |
| 48 Midland | 6 | 75 | 75 | 107 | 118 | 118 | 11 | 94 | 8 | 108 | .... |
| 49 Mitchell | .... | 130 | 108 | 133 | 160 | 159 | .... | 85 | 19 | 133 | .... |
| 50 Mount Forest | .... | 96 | 96 | 118 | 182 | 182 | 8 | 84 | 5 | 174 | 4 |
| 51 Newburgh | 1 | 85 | 85 | 100 | 100 | 100 | .... | 72 | .... | 82 | 4 |
| 52 Newcastle | .... | 32 | 32 | 32 | 48 | 48 | .... | 31 | 4 | 43 | .... |
| 53 Newmarket | 10 | 128 | 128 | 170 | 150 | 151 | 15 | 102 | 13 | 127 | .... |
| 54 Niagara | .... | 33 | 34 | 46 | 46 | 46 | .... | 10 | 3 | 20 | .... |
| 55 Niagara Falls South | .... | 70 | 69 | 70 | 86 | 53 | .... | 46 | 8 | 43 | .... |
| 56 North Bay | 1 | 121 | 121 | 106 | 124 | 85 | 7 | 102 | 12 | 105 | .... |

**AND HIGH SCHOOLS—Continued**
**AND IN THE VARIOUS SUBJECTS, ETC.—Continued**

| | Number of Pupils in the Various Subjects—Continued | | | | | | | | | | | Special Courses | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Zoology | Botany | Chemistry | Physics | Mineralogy | Writing | Bookkeeping | Stenography | Typewriting | Art | Physical Culture | Commercial | Agriculture | Manual Training | Household Science | Art (Middle School) |
| 1 | 131 | 131 | 65 | 156 | .... | 91 | 131 | ..... | ..... | 131 | 155 | .... | .... | .... | .... | .... |
| 2 | 89 | 85 | 41 | 41 | .... | 85 | 89 | 48 | 48 | 85 | 133 | 7 | .... | .... | .... | .... |
| 3 | 140 | 140 | 155 | 193 | .... | 91 | 91 | ..... | ..... | 133 | 149 | .... | .... | .... | .... | .... |
| 4 | 67 | 67 | 53 | 105 | .... | 48 | 48 | ..... | 12 | 70 | 105 | .... | .... | .... | .... | .... |
| 5 | 144 | 144 | 135 | 183 | .... | 183 | 85 | ..... | ..... | 183 | 183 | .... | .... | .... | .... | .... |
| 6 | 85 | 85 | 83 | 124 | 9 | 56 | 56 | ..... | ..... | 73 | 118 | .... | .... | .... | .... | .... |
| 7 | 88 | 88 | 155 | 155 | 10 | 56 | 60 | ..... | 10 | 70 | 159 | .... | .... | .... | .... | .... |
| 8 | 55 | 55 | 41 | 74 | .... | 62 | 44 | 10 | ..... | 69 | 61 | .... | .... | .... | .... | .... |
| 9 | 105 | 105 | 239 | 243 | 8 | 252 | 145 | ..... | ..... | 252 | ..... | .... | .... | .... | .... | .... |
| 10 | 66 | 66 | 58 | 110 | .... | 46 | 43 | ..... | ..... | 67 | 117 | .... | .... | .... | .... | .... |
| 11 | 49 | 49 | 84 | 84 | .... | 49 | 49 | ..... | ..... | 49 | 85 | .... | .... | .... | .... | .... |
| 12 | 6 | 84 | 79 | 168 | 6 | 78 | 78 | ..... | ..... | 78 | 165 | .... | .... | .... | .... | .... |
| 13 | 51 | 51 | 34 | 34 | .... | 51 | 51 | ..... | ..... | 51 | ..... | .... | .... | .... | .... | .... |
| 14 | 8 | 8 | 50 | 50 | .... | 56 | 55 | ..... | ..... | 73 | 123 | .... | .... | .... | .... | .... |
| 15 | 102 | 102 | 110 | 146 | 1 | 96 | 96 | ..... | ..... | 96 | 149 | .... | .... | .... | .... | .... |
| 16 | 100 | 100 | 95 | 194 | .... | 59 | 59 | ..... | ..... | 100 | 200 | .... | .... | .... | .... | .... |
| 17 | 59 | 59 | 50 | 75 | 5 | 54 | 54 | ..... | ..... | 54 | 75 | .... | .... | .... | .... | .... |
| 18 | 86 | 85 | 83 | 131 | 7 | 76 | 76 | ..... | ..... | 75 | 136 | .... | .... | .... | .... | .... |
| 19 | 40 | 40 | 36 | 68 | .... | 46 | 32 | ..... | ..... | 46 | ..... | .... | .... | .... | .... | .... |
| 20 | 80 | 80 | 116 | 272 | 2 | 204 | 112 | 64 | 64 | 106 | 330 | 64 | .... | .... | .... | .... |
| 21 | 57 | 57 | 53 | 70 | .... | 59 | 59 | 10 | ..... | 57 | 72 | .... | .... | .... | .... | .... |
| 22 | 69 | 69 | 39 | 87 | .... | 52 | 52 | 13 | 5 | 77 | 107 | .... | .... | .... | .... | .... |
| 23 | 77 | 77 | 101 | 104 | .... | 90 | 71 | 31 | 31 | 83 | 162 | .... | .... | .... | .... | .... |
| 24 | 59 | 59 | 89 | 121 | 9 | 31 | 31 | ..... | ..... | 50 | 79 | .... | 24 | .... | .... | .... |
| 25 | 38 | 38 | 52 | 52 | .... | 46 | 46 | 20 | 30 | 51 | 60 | 16 | .... | .... | .... | .... |
| 26 | 82 | 82 | 85 | 140 | 1 | 89 | 86 | ..... | ..... | 93 | 144 | .... | .... | .... | .... | .... |
| 27 | 106 | 106 | 116 | 162 | 6 | 87 | 58 | ..... | ..... | 87 | ..... | .... | .... | .... | .... | .... |
| 28 | 84 | 84 | 74 | 128 | 6 | 49 | 78 | 14 | 20 | 77 | 78 | .... | .... | .... | .... | .... |
| 29 | 54 | 54 | 94 | 130 | 1 | 57 | 47 | 18 | 17 | 63 | 136 | .... | .... | .... | .... | .... |
| 30 | 111 | 111 | 77 | 146 | .... | 84 | 78 | 8 | 13 | 111 | 144 | .... | .... | .... | .... | .... |
| 31 | 58 | 58 | 85 | 85 | 2 | 55 | 55 | ..... | ..... | 59 | 87 | .... | .... | .... | .... | .... |
| 32 | 39 | 39 | 36 | 60 | .... | 37 | 53 | 17 | 22 | 47 | 54 | .... | .... | .... | .... | .... |
| 33 | 67 | 67 | 57 | 57 | .... | 71 | 47 | ..... | ..... | 71 | 100 | .... | .... | .... | .... | .... |
| 34 | 80 | 80 | 53 | 128 | .... | 56 | 75 | ..... | ..... | 75 | ..... | .... | .... | .... | .... | .... |
| 35 | 40 | 40 | 6 | 99 | 3 | 100 | 80 | ..... | ..... | 45 | 80 | .... | .... | .... | .... | .... |
| 36 | 53 | 53 | 71 | 89 | 3 | 56 | 54 | ..... | 2 | 56 | 102 | .... | .... | .... | .... | .... |
| 37 | 52 | 52 | 41 | 67 | 4 | 39 | 48 | ..... | ..... | 52 | 70 | .... | .... | .... | .... | .... |
| 38 | 63 | 63 | 89 | 136 | 1 | 38 | 38 | ..... | 5 | 61 | ..... | .... | .... | .... | .... | .... |
| 39 | 190 | 190 | 148 | 194 | 2 | 100 | 76 | 12 | 44 | 134 | 200 | .... | .... | .... | .... | .... |
| 40 | 19 | 19 | 42 | 42 | .... | 51 | 49 | ..... | ..... | 27 | 85 | .... | .... | .... | .... | .... |
| 41 | 84 | 84 | 115 | 119 | 3 | 91 | 88 | 11 | 11 | 81 | 131 | 11 | .... | .... | .... | .... |
| 42 | 95 | 95 | 151 | 158 | 5 | 95 | 103 | ..... | ..... | 83 | 184 | 20 | .... | .... | .... | ... |
| 43 | 138 | 138 | 146 | 213 | 1 | 122 | 56 | ..... | ..... | 122 | 85 | .... | .... | .... | .... | .... |
| 44 | 85 | 85 | 80 | 117 | 9 | 75 | 54 | ..... | 2 | 74 | 123 | .... | .... | .... | .... | 4 |
| 45 | 63 | 63 | 73 | 96 | .... | 63 | 63 | ..... | ..... | 63 | ..... | .... | .... | .... | .... | .... |
| 46 | 178 | 178 | 146 | 198 | 30 | 130 | 82 | ..... | ..... | 106 | 190 | .... | .... | .... | .... | .... |
| 47 | 70 | 70 | 90 | 132 | 5 | 115 | 72 | 34 | 34 | 79 | 170 | .... | .... | .... | .... | .... |
| 48 | 81 | 81 | 82 | 117 | 6 | 75 | 49 | ..... | ..... | 75 | 118 | .... | .... | .... | .... | .... |
| 49 | 131 | 131 | 112 | 159 | .... | 75 | 75 | ..... | ..... | 108 | 160 | .... | .... | .... | .... | .... |
| 50 | 96 | 96 | 174 | 174 | .... | 96 | 96 | ..... | ..... | ..... | 182 | .... | .... | .... | .... | .... |
| 51 | 86 | 86 | 58 | 100 | 1 | 43 | 43 | ..... | ..... | 85 | ..... | .... | .... | .... | .... | .... |
| 52 | 32 | 32 | 26 | 48 | .... | 32 | 32 | ..... | ..... | 32 | 47 | .... | .... | .... | .... | .... |
| 53 | 78 | 78 | 117 | 137 | 8 | 97 | 90 | 43 | 48 | 75 | 182 | .... | .... | .... | .... | .... |
| 54 | 34 | 34 | 14 | 46 | .... | 34 | 30 | 17 | 15 | 33 | 46 | .... | .... | .... | .... | .... |
| 55 | 30 | 30 | 15 | 44 | .... | 70 | 47 | 35 | 35 | 31 | 70 | 35 | 16 | .... | 40 | .... |
| 56 | 122 | 122 | 40 | 124 | 1 | 67 | 67 | 3 | ..... | 121 | 124 | .... | .... | .... | .... | .... |

## COLLEGIATE INSTITUTES
## II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

| | High Schools—Continued | Pupils | | | | Number of Pupils in— | | |
|---|---|---|---|---|---|---|---|---|
| | | Boys | Girls | Totals | Average daily Attendance | Lower School | Middle School | Upper School |
| 57 | North Toronto | 68 | 61 | 129 | 70 | 70 | 51 | 8 |
| 58 | Norwood | 41 | 74 | 115 | 81 | 71 | 44 | ..... |
| 59 | Oakville | 45 | 56 | 101 | 64 | 38 | 63 | ..... |
| 60 | Omemee | 16 | 30 | 46 | 31 | 20 | 26 | ..... |
| 61 | Orangeville | 82 | 113 | 195 | 125 | 86 | 90 | 19 |
| 62 | Oshawa | 96 | 107 | 203 | 124 | 141 | 42 | 20 |
| 63 | Paris | 56 | 66 | 122 | 81 | 75 | 34 | 13 |
| 64 | Parkhill | 63 | 73 | 136 | 76 | 85 | 37 | 14 |
| 65 | Pembroke | 73 | 90 | 163 | 103 | 106 | 48 | 9 |
| 66 | Penetanguishene | 45 | 36 | 81 | 47 | 58 | 23 | ..... |
| 67 | Petrolea | 61 | 87 | 148 | 83 | 99 | 44 | 5 |
| 68 | Plantagenet | 23 | 42 | 65 | 41 | 54 | 11 | ..... |
| 69 | Port Dover | 31 | 35 | 66 | 43 | 40 | 26 | ..... |
| 70 | Port Elgin | 42 | 49 | 91 | 55 | 58 | 33 | ..... |
| 71 | Port Hope | 91 | 129 | 220 | 147 | 145 | 66 | 9 |
| 72 | Port Perry | 61 | 55 | 116 | 68 | 81 | 22 | 13 |
| 73 | Port Rowan | 20 | 21 | 41 | 23 | 20 | 21 | ..... |
| 74 | Prescott | 60 | 84 | 144 | 82 | 88 | 45 | 11 |
| 75 | Richmond Hill | 36 | 55 | 91 | 52 | 67 | 24 | ..... |
| 76 | Rockland | 13 | 31 | 44 | 25 | 30 | 14 | ..... |
| 77 | Sault Ste. Marie | 127 | 137 | 264 | 165 | 192 | 65 | 7 |
| 78 | Simcoe | 105 | 109 | 214 | 134 | 117 | 70 | 27 |
| 79 | Smith's Falls | 118 | 142 | 260 | 168 | 177 | 69 | 14 |
| 80 | Smithville | 26 | 49 | 75 | 47 | 44 | 31 | ..... |
| 81 | Stirling | 66 | 67 | 133 | 80 | 79 | 47 | 7 |
| 82 | Streetsville | 39 | 35 | 74 | 46 | 47 | 27 | ..... |
| 83 | Sudbury | 67 | 57 | 124 | 79 | 81 | 29 | 14 |
| 84 | Sydenham | 58 | 75 | 133 | 90 | 64 | 61 | 8 |
| 85 | Thorold | 32 | 57 | 89 | 49 | 55 | 34 | ..... |
| 86 | Tillsonburg | 58 | 77 | 135 | 79 | 79 | 40 | 16 |
| 87 | Toronto, Commerce and Finance | 155 | 164 | 319 | 285 | 206 | 86 | 27 |
| 88 | Toronto, Malvern | 70 | 82 | 152 | 92 | 92 | 47 | 13 |
| 89 | Toronto, Oakwood | 171 | 141 | 312 | 179 | 154 | 130 | 28 |
| 90 | Toronto, Riverdale | 183 | 171 | 354 | 230 | 204 | 120 | 30 |
| 91 | Toronto, Technical | 350 | 711 | 1,061 | 402 | *520 | †350 | ‡191 |
| 92 | Trenton | 51 | 84 | 135 | 90 | 79 | 56 | ..... |
| 93 | Uxbridge | 62 | 62 | 124 | 92 | 67 | 38 | 19 |
| 94 | Vienna | 11 | 22 | 33 | 20 | 26 | 6 | 1 |
| 95 | Walkerton | 56 | 62 | 118 | 80 | 70 | 37 | 11 |
| 96 | Wardsville | 15 | 39 | 54 | 29 | 31 | 23 | ..... |
| 97 | Waterdown | 26 | 30 | 56 | 33 | 39 | 17 | ..... |
| 98 | Waterford | 40 | 35 | 75 | 45 | 43 | 32 | ..... |
| 99 | Watford | 65 | 82 | 147 | 124 | 56 | 67 | 24 |
| 100 | Welland | 75 | 129 | 204 | 126 | 156 | 34 | 14 |
| 101 | Weston | 58 | 67 | 125 | 77 | 80 | 35 | 10 |
| 102 | Whitby | 53 | 72 | 125 | 78 | 79 | 32 | 14 |
| 103 | Wiarton | 28 | 43 | 71 | 39 | 48 | 22 | 1 |
| 104 | Williamstown | 58 | 68 | 126 | 88 | 68 | 56 | 2 |
| 105 | Wingham | 95 | 111 | 206 | 143 | 104 | 70 | 32 |
| 1 | Totals, High Schools | 6,700 | 8,475 | 15,175 | 9,391 | 8,933 | 5,113 | 1,129 |
| 2 | Totals, Collegiate Institutes | 7,979 | 9,073 | 17,052 | 10,786 | 10,237 | 5,309 | 1,506 |
| 3 | Grand Totals, 1911 | 14,679 | 17,548 | 32,227 | 20,177 | 19,170 | 10,422 | 2,635 |
| 4 | Grand Totals, 1910 | 15,196 | 17,416 | 32,612 | 20,389 | 20,063 | 9,919 | 2,630 |
| 5 | Increases | ..... | 132 | ..... | ..... | ..... | 503 | 5 |
| 6 | Decreases | 517 | ..... | 385 | 212 | 893 | ..... | ..... |
| 7 | Percentages | 45.54 | 54.45 | ..... | 62.6 | 59.48 | 32.33 | 8.17 |

* 1st year pupils. † 2nd year pupils. ‡ 3rd year and 4th year pupils.

## AND HIGH SCHOOLS—Continued
## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

| | Number of Pupils from— | | | Number of Pupils from Families whose Head is occupied as below | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Municipalities composing the High School District | Municipalities within the County or Territorial District | Other Counties or Districts | Commerce | Agriculture | Law, Medicine or the Church | Teaching | The Trades | Labouring occupations | Other occupations | Without occupation |
| 57 | 65 | 42 | 22 | 56 | 33 | 7 | 5 | 15 | 5 | 8 | ..... |
| 58 | 49 | 52 | 14 | 14 | 60 | 3 | ..... | 8 | 8 | 15 | 7 |
| 59 | 54 | 46 | 1 | 22 | 29 | 9 | 1 | 13 | 11 | 12 | 4 |
| 60 | 23 | 14 | 9 | 3 | 29 | 3 | 1 | 1 | 6 | 3 | ..... |
| 61 | 92 | 61 | 42 | 37 | 86 | 14 | ..... | 22 | 10 | 21 | 5 |
| 62 | 154 | 41 | 8 | 50 | 52 | 5 | 1 | 61 | 11 | 16 | 7 |
| 63 | 82 | 33 | 7 | 28 | 42 | 6 | 3 | 26 | 10 | 5 | 2 |
| 64 | 47 | 69 | 20 | 34 | 80 | 14 | ..... | 2 | 3 | ..... | 3 |
| 65 | 129 | 34 | ..... | 40 | 32 | 14 | 2 | 26 | 20 | 23 | 6 |
| 66 | 68 | 13 | ..... | 20 | 14 | 7 | 3 | 17 | 14 | 6 | ..... |
| 67 | 78 | 70 | ..... | 21 | 49 | 6 | 1 | 19 | 24 | 15 | 13 |
| 68 | 40 | 24 | 1 | 13 | 30 | 2 | ..... | 6 | 6 | 6 | 2 |
| 69 | 36 | 29 | 1 | 10 | 31 | 4 | ..... | 7 | 8 | 4 | 2 |
| 70 | 45 | 46 | ..... | 5 | 49 | 4 | 2 | 2 | 10 | 12 | 7 |
| 71 | 122 | 98 | ..... | 29 | 90 | 8 | 3 | 54 | 19 | 6 | 11 |
| 72 | 21 | 69 | 26 | 4 | 83 | 4 | ..... | 10 | 12 | 3 | ..... |
| 73 | 26 | 15 | ..... | 4 | 13 | 7 | 1 | 4 | 5 | 4 | 3 |
| 74 | 110 | 30 | 4 | 42 | 33 | ..... | 1 | 22 | 15 | 13 | 18 |
| 75 | 17 | 74 | ..... | 8 | 48 | 7 | ..... | 15 | 6 | 4 | 3 |
| 76 | 29 | 15 | ..... | 5 | 19 | 2 | 1 | 14 | ..... | 3 | ..... |
| 77 | 222 | 42 | ..... | 61 | 12 | 9 | 5 | 92 | 59 | 18 | 8 |
| 78 | 91 | 119 | 4 | 49 | 108 | 4 | 4 | 33 | 5 | 9 | 2 |
| 79 | 190 | 27 | 43 | 52 | 61 | 17 | 1 | 82 | 20 | 19 | 8 |
| 80 | 31 | 38 | 6 | 3 | 42 | 4 | ..... | 7 | 4 | 7 | 8 |
| 81 | 36 | 95 | 2 | 10 | 86 | 4 | 2 | 5 | 6 | 11 | 9 |
| 82 | 24 | 35 | 15 | 10 | 46 | 4 | ..... | 7 | 2 | 5 | ..... |
| 83 | 102 | 22 | ..... | 35 | 5 | 5 | ..... | 12 | 7 | 54 | 6 |
| 84 | 131 | ..... | 2 | 13 | 88 | 4 | 2 | 13 | 5 | 2 | 6 |
| 85 | 64 | 17 | 8 | 22 | 16 | 4 | 1 | 35 | 9 | 2 | ..... |
| 86 | 59 | 35 | 41 | 40 | 61 | 9 | 1 | 11 | 9 | 3 | 1 |
| 87 | 314 | 5 | ..... | 128 | 3 | 13 | 2 | 97 | 13 | 26 | 37 |
| 88 | 116 | 36 | ..... | 31 | 12 | 15 | 1 | 34 | 6 | 49 | 4 |
| 89 | 306 | 6 | ..... | 77 | 13 | 26 | 7 | 103 | 12 | 51 | 23 |
| 90 | 333 | 11 | 10 | 98 | 8 | 20 | 16 | 98 | 11 | 85 | 18 |
| 91 | 1,051 | 8 | 2 | 325 | 20 | 45 | ..... | 403 | 103 | 150 | 15 |
| 92 | 86 | 16 | 33 | 28 | 38 | 11 | 3 | 30 | 13 | 6 | 6 |
| 93 | 38 | 82 | 4 | 14 | 77 | 5 | 2 | 8 | 5 | 1 | 12 |
| 94 | 29 | ..... | 4 | 2 | 23 | ..... | ..... | 2 | ..... | 6 | ..... |
| 95 | 64 | 53 | 1 | 30 | 32 | 12 | 4 | 21 | 6 | 9 | 4 |
| 96 | 18 | 24 | 12 | 4 | 31 | 5 | ..... | 6 | 2 | 2 | 4 |
| 97 | 49 | 1 | 6 | 6 | 23 | 3 | 1 | 10 | ..... | ..... | 13 |
| 98 | 27 | 47 | 1 | 7 | 40 | 6 | 1 | 8 | 2 | 6 | 5 |
| 99 | 50 | 83 | 14 | 37 | 84 | 10 | 1 | 9 | 3 | 2 | 1 |
| 100 | 69 | 135 | ..... | 47 | 68 | 13 | 3 | 42 | 9 | 15 | 7 |
| 101 | 63 | 46 | 16 | 32 | 40 | 6 | 4 | 13 | 16 | 5 | 9 |
| 102 | 70 | 54 | 1 | 15 | 35 | 8 | 6 | 10 | 20 | 5 | 26 |
| 103 | 70 | 1 | ..... | 15 | 18 | 3 | ..... | 11 | 3 | 20 | 1 |
| 104 | 123 | 1 | 2 | 10 | 70 | 10 | 1 | 15 | 4 | 12 | 4 |
| 105 | 100 | 87 | 19 | 42 | 96 | 14 | ..... | 27 | 8 | 8 | 11 |
| 1 | 9,198 | 5,027 | 950 | 3,024 | 5,359 | 815 | 208 | 2,693 | 1,052 | 1,422 | 602 |
| 2 | 12,108 | 4,206 | 738 | 4,571 | 3,790 | 1,184 | 366 | 3,560 | 1,194 | 1,666 | 721 |
| 3 | 21,306 | 9,233 | 1,688 | 7,595 | 9,149 | 1,999 | 574 | 6,253 | 2,246 | 3,088 | 1,323 |
| 4 | 21,502 | 9,383 | 1,727 | 8,454 | 9,166 | * | * | * | * | * | * |
| 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 | 196 | 150 | 39 | 859 | 17 | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 | 66.11 | 28.65 | 5.23 | 23.56 | 28.39 | 6.20 | 1.78 | 19.40 | 6.97 | 9.58 | 4.10 |

*No record

## COLLEGIATE INSTITUTES
## II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

| | High Schools—Continued | Number of Pupils in the English Grammar | English Composition and Rhetoric | English Literature | Canadian History | British History | Ancient History | Mediæval History |
|---|---|---|---|---|---|---|---|---|
| 57 | North Toronto | 70 | 129 | 129 | 121 | 129 | 51 | 8 |
| 58 | Norwood | 115 | 115 | 115 | 115 | 115 | 44 | ..... |
| 59 | Oakville | 98 | 99 | 98 | 100 | 100 | 36 | ..... |
| 60 | Omemee | 40 | 46 | 46 | 46 | 46 | 26 | ..... |
| 61 | Orangeville | 129 | 190 | 190 | 191 | 191 | 97 | 9 |
| 62 | Oshawa | 161 | 192 | 192 | 155 | 107 | 44 | 6 |
| 63 | Paris | 74 | 122 | 122 | 108 | 108 | 34 | 13 |
| 64 | Parkhill | 122 | 131 | 131 | 122 | 136 | 37 | 4 |
| 65 | Pembroke | 124 | 158 | 158 | 154 | 154 | 52 | 4 |
| 66 | Penetanguishene | 58 | 81 | 81 | 81 | 81 | 23 | ..... |
| 67 | Petrolea | 107 | 106 | 107 | 107 | 81 | 44 | 2 |
| 68 | Plantagenet | 54 | 65 | 65 | 65 | 65 | 11 | ..... |
| 69 | Port Dover | 66 | 66 | 66 | 66 | 66 | 26 | ..... |
| 70 | Port Elgin | 91 | 91 | 91 | 60 | 91 | 33 | ..... |
| 71 | Port Hope | 167 | 215 | 215 | 145 | 116 | 75 | 4 |
| 72 | Port Perry | 88 | 116 | 116 | 61 | 55 | 24 | 6 |
| 73 | Port Rowan | 41 | 41 | 41 | 41 | 41 | 21 | ..... |
| 74 | Prescott | 135 | 135 | 135 | 97 | 83 | 39 | 4 |
| 75 | Richmond Hill | 81 | 91 | 91 | 91 | 91 | 24 | ..... |
| 76 | Rockland | 44 | 44 | 44 | 44 | 44 | 14 | ..... |
| 77 | Sault Ste. Marie | 226 | 264 | 264 | 115 | 137 | 65 | 5 |
| 78 | Simcoe | 150 | 200 | 200 | 170 | 175 | 125 | 35 |
| 79 | Smith's Falls | 177 | 260 | 260 | 246 | 246 | 69 | 10 |
| 80 | Smithville | 44 | 75 | 75 | 44 | 39 | 23 | ..... |
| 81 | Stirling | 79 | 133 | 133 | 79 | 127 | 45 | 6 |
| 82 | Streetsville | 45 | 72 | 72 | 72 | 72 | 25 | ..... |
| 83 | Sudbury | 81 | 122 | 122 | 111 | 111 | 30 | 1 |
| 84 | Sydenham | 125 | 125 | 133 | 125 | 98 | 61 | ..... |
| 85 | Thorold | 89 | 89 | 89 | 89 | 89 | 33 | ..... |
| 86 | Tillsonburg | 89 | 132 | 132 | 119 | 119 | 46 | 13 |
| 87 | Toronto, Commerce & Finance | 206 | 319 | 319 | 206 | ..... | 27 | 27 |
| 88 | Toronto, Malvern | 111 | 152 | 152 | 142 | 85 | 52 | 7 |
| 89 | Toronto, Oakwood | 224 | 312 | 311 | 242 | 212 | 130 | 10 |
| 90 | Toronto, Riverdale | 274 | 343 | 343 | 158 | 249 | 120 | 18 |
| 91 | Toronto, Technical | 222 | 531 | 516 | 354 | 100 | 50 | ..... |
| 92 | Trenton | 117 | 135 | 135 | 135 | 135 | 54 | ..... |
| 93 | Uxbridge | 80 | 123 | 123 | 113 | 113 | 46 | 15 |
| 94 | Vienna | 32 | 32 | 32 | 32 | 32 | 6 | 1 |
| 95 | Walkerton | 83 | 110 | 110 | 86 | 107 | 23 | 5 |
| 96 | Wardsville | 54 | 54 | 54 | 54 | 54 | 23 | ..... |
| 97 | Waterdown | 46 | 56 | 56 | 56 | 32 | 17 | ..... |
| 98 | Waterford | 43 | 75 | 75 | 75 | 75 | 32 | ..... |
| 99 | Watford | 121 | 142 | 142 | 93 | 100 | 67 | 20 |
| 100 | Welland | 171 | 198 | 198 | 199 | 199 | 43 | 7 |
| 101 | Weston | 113 | 123 | 123 | 113 | 113 | 34 | 9 |
| 102 | Whitby | 79 | 124 | 124 | 111 | 111 | 32 | 12 |
| 103 | Wiarton | 71 | 71 | 71 | 71 | 36 | 23 | 1 |
| 104 | Williamstown | 106 | 126 | 126 | 125 | 125 | 32 | 2 |
| 105 | Wingham | 140 | 192 | 189 | 139 | 160 | 73 | 12 |
| 1 | Totals, High Schools | 11,036 | 14,397 | 14,385 | 11,794 | 11,142 | 4,622 | 617 |
| 2 | Totals, Collegiate Institutes | 12,479 | 16,652 | 16,646 | 12,889 | 12,594 | 4,891 | 866 |
| 3 | Grand Totals, 1911 | 23,515 | 31,049 | 31,031 | 24,683 | 23,736 | 9,513 | 1,483 |
| 4 | Grand Totals, 1910 | 23,612 | 31,650 | 31,535 | 25,308 | 25,310 | 9,612 | 1,649 |
| 5 | Increases | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 | Decreases | 97 | 601 | 504 | 625 | 1,574 | 99 | 166 |
| 7 | Percentages | 72.96 | 96.34 | 96.28 | 76.59 | 73.65 | 29.51 | 4.60 |

## AND HIGH SCHOOLS—Continued
## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Various Subjects

| | Modern History | Geography | Reading | Arithmetic and Mensuration | Algebra | Geometry | Trigonometry | French | German |
|---|---|---|---|---|---|---|---|---|---|
| 57 | 8 | 70 | 70 | 70 | 129 | 121 | 8 | 114 | 12 |
| 58 | ..... | 115 | 115 | 115 | 115 | 73 | ..... | 81 | ..... |
| 59 | ..... | 74 | 73 | 93 | 98 | 99 | ..... | 83 | 11 |
| 60 | ..... | 27 | 27 | 43 | 46 | 35 | ..... | 9 | ..... |
| 61 | 10 | 122 | 122 | 136 | 192 | 189 | 14 | 165 | 34 |
| 62 | 7 | 163 | 116 | 163 | 119 | 83 | 10 | 146 | 33 |
| 63 | 13 | 74 | 122 | 74 | 104 | 104 | 13 | 48 | 18 |
| 64 | 10 | 96 | 96 | 127 | 132 | 114 | 4 | 80 | 24 |
| 65 | 2 | 124 | 124 | 124 | 162 | 162 | 5 | 69 | 15 |
| 66 | ..... | 58 | 58 | 58 | 81 | 81 | ..... | 49 | 8 |
| 67 | 1 | 99 | 99 | 107 | 148 | 148 | 4 | 114 | 1 |
| 68 | ..... | 54 | 54 | 54 | 65 | 65 | ..... | 52 | ..... |
| 69 | ..... | 40 | 40 | 66 | 66 | 52 | ..... | 24 | 7 |
| 70 | ..... | 91 | 91 | 91 | 87 | 87 | ..... | 40 | 1 |
| 71 | 5 | 167 | 167 | 167 | 207 | 192 | 4 | 114 | 34 |
| 72 | 5 | 88 | 88 | 88 | 114 | 114 | 7 | 30 | 11 |
| 73 | ..... | 41 | 20 | 41 | 41 | 41 | ..... | 36 | ..... |
| 74 | 9 | 92 | 102 | 135 | 140 | 140 | 4 | 89 | 15 |
| 75 | ..... | 91 | 91 | 81 | 91 | 91 | ..... | 52 | 10 |
| 76 | ..... | 44 | 34 | 44 | 44 | 43 | ..... | 44 | ..... |
| 77 | 5 | 257 | 192 | 257 | 241 | 156 | 5 | 127 | ..... |
| 78 | 35 | 150 | 170 | 150 | 170 | 140 | 22 | 100 | 24 |
| 79 | 11 | 177 | 177 | 177 | 260 | 191 | 14 | 157 | 25 |
| 80 | ..... | 44 | 44 | 44 | 75 | 75 | ..... | 12 | 11 |
| 81 | 3 | 79 | 79 | 79 | 133 | 132 | 6 | 51 | ..... |
| 82 | ..... | 59 | 56 | 60 | 69 | 54 | ..... | 65 | 3 |
| 83 | ..... | 81 | 81 | 98 | 118 | 122 | 9 | 115 | 27 |
| 84 | 8 | 82 | 82 | 125 | 125 | 125 | ..... | 98 | 5 |
| 85 | ..... | 66 | 66 | 88 | 80 | 78 | ..... | 71 | 2 |
| 86 | 5 | 89 | 89 | 119 | 132 | 132 | 13 | 43 | 8 |
| 87 | 27 | 206 | ..... | 303 | 206 | ..... | ..... | 263 | 9 |
| 88 | 8 | 111 | 111 | 111 | 150 | 150 | 13 | 139 | 38 |
| 89 | 10 | 179 | 190 | 214 | 310 | 305 | 28 | 270 | 129 |
| 90 | 17 | 223 | 238 | 255 | 348 | 348 | 24 | 323 | 122 |
| 91 | ..... | 179 | ..... | 490 | 359 | 230 | 90 | 478 | 75 |
| 92 | ..... | 115 | 100 | 117 | 135 | 81 | ..... | 58 | ..... |
| 93 | 8 | 80 | 80 | 80 | 123 | 85 | 15 | 104 | 19 |
| 94 | 1 | 26 | 26 | 26 | 33 | 33 | 1 | 7 | ..... |
| 95 | 7 | 81 | 83 | 83 | 100 | 84 | 5 | 11 | 52 |
| 96 | ..... | 30 | 54 | 54 | 54 | 41 | ..... | 31 | ..... |
| 97 | ..... | 46 | 46 | 56 | 56 | 56 | ..... | 53 | ..... |
| 98 | ..... | 43 | 43 | 43 | 75 | 75 | ..... | 49 | 8 |
| 99 | 11 | 53 | 54 | 123 | 134 | 118 | 20 | 42 | ..... |
| 100 | 4 | 171 | 171 | 171 | 203 | 203 | 7 | 184 | 60 |
| 101 | 7 | 78 | 78 | 78 | 122 | 121 | 8 | 78 | 18 |
| 102 | 3 | 79 | 79 | 79 | 123 | 123 | 12 | 54 | 2 |
| 103 | ..... | 56 | 56 | 56 | 71 | 71 | 1 | 39 | 6 |
| 104 | ..... | 106 | 84 | 106 | 125 | 91 | 2 | 83 | 21 |
| 105 | 21 | 206 | 137 | 142 | 193 | 193 | 14 | 108 | 17 |
| 1 | 521 | 10,034 | 9,406 | 11,534 | 13,747 | 12,233 | 753 | 9,139 | 1,571 |
| 2 | 734 | 11,512 | 11,621 | 13,189 | 15,030 | 12,878 | 1,168 | 11,545 | 3,453 |
| 3 | 1,255 | 21,546 | 21,027 | 24,723 | 28,777 | 25,111 | 1,921 | 20,684 | 5,024 |
| 4 | 1,244 | 21,435 | 21,695 | 24,895 | 29,081 | 25,138 | 1,968 | 20,622 | 4,758 |
| 5 | 11 | 111 | ..... | ..... | ..... | ..... | ..... | 62 | 266 |
| 6 | ..... | ..... | 668 | 172 | 304 | 27 | 47 | ..... | ..... |
| 7 | 3.89 | 66.85 | 65.24 | 76.71 | 89.29 | 77.91 | 5.96 | 64.18 | 15.58 |

## COLLEGIATE INSTITUTES
## II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

| | High Schools—Continued | Number of Pupils in the | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Latin | Greek | Zoology | Botany | Chemistry | Physics | Mineralogy |
| 57 | North Toronto | 115 | ..... | 74 | 74 | 111 | 111 | 8 |
| 58 | Norwood | 90 | ..... | 71 | 71 | 73 | 115 | ..... |
| 59 | Oakville | 89 | ..... | 69 | 69 | 91 | 90 | ..... |
| 60 | Omemee | 40 | ..... | 40 | 40 | 35 | 35 | ..... |
| 61 | Orangeville | 133 | 5 | 88 | 88 | 125 | 121 | 5 |
| 62 | Oshawa | 104 | 1 | 64 | 64 | 108 | 75 | 3 |
| 63 | Paris | 88 | 3 | 76 | 76 | 37 | 115 | 5 |
| 64 | Parkhill | 97 | ..... | 106 | 106 | 106 | 106 | 10 |
| 65 | Pembroke | 98 | 3 | 128 | 128 | 102 | 161 | ..... |
| 66 | Penetanguishene | 49 | ..... | 58 | 58 | 66 | 81 | ..... |
| 67 | Petrolea | 100 | 1 | 98 | 98 | 88 | 148 | 2 |
| 68 | Plantagenet | 14 | 1 | 54 | 54 | 65 | 65 | ..... |
| 69 | Port Dover | 56 | ..... | 40 | 40 | 38 | 61 | ..... |
| 70 | Port Elgin | 41 | ..... | 68 | 68 | 55 | 86 | ..... |
| 71 | Port Hope | 151 | 1 | 121 | 121 | 73 | 198 | 3 |
| 72 | Port Perry | 105 | 1 | 92 | 92 | 39 | 112 | 4 |
| 73 | Port Rowan | 37 | ..... | 20 | 20 | 28 | 41 | ..... |
| 74 | Prescott | 112 | ..... | 57 | 57 | 39 | 80 | 5 |
| 75 | Richmond Hill | 80 | ..... | 58 | 58 | 58 | 58 | ..... |
| 76 | Rockland | 40 | ..... | 34 | 34 | 24 | 44 | ..... |
| 77 | Sault Ste. Marie | 229 | ..... | 236 | 236 | 186 | 236 | 5 |
| 78 | Simcoe | 165 | 3 | 150 | 150 | 160 | 170 | 6 |
| 79 | Smith's Falls | 226 | ..... | 181 | 181 | 178 | 260 | 7 |
| 80 | Smithville | 57 | ..... | 44 | 44 | 46 | 70 | ..... |
| 81 | Stirling | 123 | ..... | 83 | 83 | 85 | 133 | 3 |
| 82 | Streetsville | 60 | ..... | 56 | 56 | 66 | 66 | ..... |
| 83 | Sudbury | 83 | ..... | 73 | 73 | 117 | 117 | ..... |
| 84 | Sydenham | 125 | ..... | 90 | 90 | 102 | 125 | 5 |
| 85 | Thorold | 61 | 2 | 25 | 25 | 48 | 72 | ..... |
| 86 | Tillsonburg | 74 | ..... | 80 | 80 | 54 | 132 | 4 |
| 87 | Toronto, Commerce and Finance | ..... | ..... | ..... | ..... | 206 | 206 | ..... |
| 88 | Toronto, Malvern | 131 | 3 | 111 | 111 | 56 | 140 | ..... |
| 89 | Toronto, Oakwood | 277 | 26 | 196 | 196 | 159 | 271 | 2 |
| 90 | Toronto, Riverdale | 321 | 20 | 216 | 216 | 334 | 336 | 8 |
| 91 | Toronto, Technical | ..... | ..... | ..... | ..... | 265 | 265 | ..... |
| 92 | Trenton | 116 | ..... | 44 | 44 | 82 | 130 | ..... |
| 93 | Uxbridge | 115 | ..... | 90 | 90 | 46 | 123 | ..... |
| 94 | Vienna | 7 | ..... | 27 | 27 | 25 | 33 | 1 |
| 95 | Walkerton | 86 | 4 | 62 | 62 | 47 | 99 | 7 |
| 96 | Wardsville | 43 | ..... | 29 | 29 | 24 | 54 | ..... |
| 97 | Waterdown | 47 | ..... | 46 | 46 | 32 | 56 | ..... |
| 98 | Waterford | 68 | ..... | 43 | 43 | 75 | 75 | ..... |
| 99 | Watford | 113 | ..... | 64 | 64 | 102 | 139 | 12 |
| 100 | Welland | 167 | 3 | 111 | 111 | 109 | 147 | 4 |
| 101 | Weston | 103 | 7 | 80 | 80 | 60 | 111 | 2 |
| 102 | Whitby | 74 | 2 | 82 | 82 | 71 | 123 | 3 |
| 103 | Wiarton | 71 | ..... | 56 | 56 | 36 | 71 | ..... |
| 104 | Williamstown | 101 | ..... | 105 | 105 | 90 | 126 | ..... |
| 105 | Wingham | 176 | 5 | 158 | 158 | 137 | 193 | 22 |
| 1 | Totals, High Schools | 10,875 | 177 | 8,306 | 8,379 | 8,968 | 12,667 | 291 |
| 2 | Totals, Collegiate Institutes | 12,568 | 489 | 7,934 | 7,875 | 7,993 | 12,237 | 418 |
| 3 | Grand Totals, 1911 | 23,443 | 666 | 16,240 | 16,254 | 16,961 | 24,904 | 709 |
| 4 | Grand Totals, 1910 | 23,523 | 769 | 17,165 | 17,274 | 16,765 | 25,426 | 652 |
| 5 | Increases | ..... | ..... | ..... | ..... | 196 | ..... | 57 |
| 6 | Decreases | 80 | 103 | 925 | 1,020 | ..... | 522 | ..... |
| 7 | Percentages | 72.74 | 2.06 | 50.39 | 50.43 | 52.62 | 77.27 | 2.20 |

## AND HIGH SCHOOLS—Continued
## AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

| | Various Subjects—Concluded | | | | | | Special Courses | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Writing | Bookkeeping | Stenography | Typewriting | Art | Physical Culture | Commerce | Agriculture | Manual Training | Household Science | Art (Middle School) |
| 57 | 39 | 39 | 8 | 8 | 78 | ..... | ..... | ..... | ..... | ..... | ..... |
| 58 | 42 | 42 | ..... | ..... | 71 | 115 | ..... | ..... | ..... | ..... | ..... |
| 59 | 47 | 47 | 6 | 6 | 71 | 101 | ..... | ..... | ..... | ..... | ..... |
| 60 | 19 | 19 | ..... | ..... | 35 | ..... | ..... | ..... | ..... | ..... | ..... |
| 61 | 76 | 72 | ..... | ..... | 93 | 192 | ..... | ..... | ..... | ..... | ..... |
| 62 | 134 | 139 | 81 | 82 | 70 | 203 | 81 | ..... | ..... | ..... | ..... |
| 63 | 60 | 60 | 19 | 19 | 70 | 122 | ..... | ..... | ..... | ..... | ..... |
| 64 | 63 | 96 | 25 | 25 | 96 | 136 | ..... | ..... | ..... | ..... | ..... |
| 65 | 94 | 94 | ..... | ..... | 124 | 163 | ..... | ..... | ..... | ..... | ..... |
| 66 | 58 | 50 | 12 | 13 | 58 | 81 | ..... | ..... | ..... | ..... | ..... |
| 67 | 99 | 99 | ..... | ..... | 107 | 140 | ..... | ..... | ..... | ..... | ..... |
| 68 | 36 | 54 | ..... | ..... | 54 | 65 | ..... | ..... | ..... | ..... | ..... |
| 69 | 22 | 22 | ..... | ..... | 40 | 46 | ..... | ..... | ..... | ..... | ..... |
| 70 | 58 | 58 | 30 | 30 | 56 | 67 | 3 | ..... | ..... | ..... | ..... |
| 71 | 171 | 171 | 48 | 58 | 182 | 220 | 48 | ..... | ..... | ..... | 41 |
| 72 | 64 | 86 | ..... | ..... | 86 | 115 | ..... | ..... | ..... | ..... | ..... |
| 73 | 20 | 20 | ..... | ..... | 21 | 41 | ..... | ..... | ..... | ..... | ..... |
| 74 | 71 | 64 | 31 | 21 | 69 | 144 | ..... | ..... | ..... | ..... | ..... |
| 75 | 67 | 67 | ..... | 12 | 60 | 91 | ..... | ..... | ..... | ..... | ..... |
| 76 | 27 | 27 | ..... | ..... | 40 | 44 | ..... | ..... | ..... | ..... | ..... |
| 77 | 257 | 217 | 45 | 45 | 217 | 264 | ..... | ..... | 127 | 137 | ..... |
| 78 | 157 | 157 | 18 | 24 | 157 | 200 | ..... | 9 | ..... | ..... | ..... |
| 79 | 75 | 75 | ..... | ..... | 177 | ..... | ..... | ..... | ..... | ..... | ..... |
| 80 | 28 | 34 | 3 | ..... | 48 | 75 | ..... | ..... | ..... | ..... | 21 |
| 81 | 71 | 79 | ..... | ..... | 79 | 66 | ..... | ..... | ..... | ..... | ..... |
| 82 | 58 | 64 | 20 | 24 | 60 | ..... | ..... | ..... | ..... | ..... | ..... |
| 83 | 81 | 84 | ..... | ..... | 70 | 124 | ..... | ..... | ..... | ..... | ..... |
| 84 | 64 | 64 | ..... | ..... | 82 | 82 | ..... | ..... | ..... | ..... | ..... |
| 85 | 42 | 32 | 37 | 38 | 36 | 56 | ..... | ..... | 21 | 46 | ..... |
| 86 | 61 | 61 | 5 | 5 | 90 | 134 | ..... | ..... | ..... | ..... | ..... |
| 87 | 319 | 319 | 319 | 113 | 56 | ..... | 319 | ..... | ..... | ..... | ..... |
| 88 | 82 | 82 | ..... | ..... | 110 | 111 | ..... | ..... | ..... | ..... | ..... |
| 89 | 109 | 72 | ..... | ..... | 138 | 240 | ..... | ..... | ..... | ..... | ..... |
| 90 | 156 | 160 | ..... | ..... | 207 | 244 | ..... | ..... | ..... | ..... | ..... |
| 91 | 219 | 219 | 219 | 90 | 408 | ..... | 219 | ..... | 125 | 493 | 76 |
| 92 | 100 | 58 | ..... | ..... | 69 | 135 | ..... | ..... | ..... | ..... | ..... |
| 93 | 80 | 55 | ..... | ..... | 80 | 122 | ..... | ..... | ..... | ..... | ..... |
| 94 | 16 | 16 | ..... | ..... | 16 | 33 | ..... | ..... | ..... | ..... | ..... |
| 95 | 83 | 62 | 10 | 10 | 83 | 89 | 10 | ..... | ..... | ..... | ..... |
| 96 | 23 | 39 | ..... | ..... | ..... | 54 | ..... | ..... | ..... | ..... | ..... |
| 97 | 33 | 33 | ..... | ..... | 46 | ..... | ..... | ..... | ..... | ..... | ..... |
| 98 | 43 | 43 | ..... | ..... | 43 | 75 | ..... | ..... | ..... | ..... | ..... |
| 99 | 50 | 50 | ..... | 6 | 82 | 147 | ..... | ..... | ..... | ..... | ..... |
| 100 | 132 | 132 | ..... | ..... | 176 | ..... | ..... | ..... | ..... | ..... | ..... |
| 101 | 51 | 51 | ..... | ..... | 78 | 125 | ..... | ..... | ..... | ..... | ..... |
| 102 | 79 | 79 | 79 | 10 | 79 | 125 | ..... | 10 | ..... | ..... | ..... |
| 103 | 43 | 40 | ..... | ..... | 56 | 49 | ..... | ..... | ..... | ..... | ..... |
| 104 | 55 | 106 | ..... | ..... | 106 | 125 | ..... | ..... | ..... | ..... | 22 |
| 105 | 137 | 137 | ..... | ..... | 139 | 156 | ..... | ..... | ..... | ..... | ..... |
| 1 | 8,198 | 7,628 | 1,423 | 1,107 | 8,874 | 10,932 | 833 | 59 | 273 | 716 | 164 |
| 2 | 8,659 | 7,053 | 2,316 | 1,918 | 8,032 | 16,642 | 1,752 | 55 | 1,607 | 1,848 | 189 |
| 3 | 16,857 | 14,681 | 3,739 | 3,025 | 16,906 | 27,574 | 2,585 | 114 | 1,880 | 2,564 | 353 |
| 4 | 17,015 | 14,775 | 3,730 | 3,064 | 17,836 | 25,749 | 2,385 | 50 | 1,670 | 2,161 | 664 |
| 5 | ..... | ..... | 9 | ..... | ..... | 1,825 | 200 | 64 | 210 | 403 | ..... |
| 6 | 158 | 94 | ..... | 39 | 930 | ..... | ..... | ..... | ..... | ..... | 311 |
| 7 | 52.30 | 45.55 | 11.60 | 9.38 | 52.45 | 85.56 | 8.02 | .35 | 5.83 | 7.95 | 1.09 |

## COLLEGIATE INSTITUTES

### III. TABLE M—

| Collegiate Institutes | Brick or Stone School House | Number of Acres in Playground | Schools under Board of Education | Value of Library | Value of Scientific Apparatus | Value of Biological Specimens |
|---|---|---|---|---|---|---|
| | | | | $ | $ | $ |
| 1 Barrie | B | 3½ | 1 | 627 | 823 | ..... |
| 2 Berlin | B | 6 1/10 | 1 | 1,131 | 1,309 | 5 |
| 3 Brantford | B | 3 | ..... | 867 | 930 | 23 |
| 4 Brockville | S | 3 | ..... | 937 | 1,330 | 31 |
| 5 Chatham | B | 1½ | 1 | 955 | 1,857 | 110 |
| 6 Clinton | B | 3¼ | ..... | 798 | 1,044 | 76 |
| 7 Cobourg | B | 1 | ..... | 1,348 | 1,363 | 50 |
| 8 Collingwood | B | 1¼ | 1 | 732 | 714 | 29 |
| 9 Fort William | B | 2½ | 1 | 1,104 | 689 | 64 |
| 10 Galt | S | 8½ | ..... | 1,278 | 1,604 | 170 |
| 11 Goderich | B | ¼ | ..... | 923 | 618 | 42 |
| 12 Guelph | S | 4½ | 1 | 1,034 | 1,744 | 156 |
| 13 Hamilton | B & S | 7½ | 1 | 1,265 | 1,997 | 100 |
| 14 Ingersoll | B | 2 | 1 | 793 | 980 | 71 |
| 15 Kingston | B | 2 | 1 | 999 | 1,001 | 80 |
| 16 Lindsay | B | 2 | 1 | 1,705 | 1,448 | 33 |
| 17 London | B | 3 | 1 | 1,025 | 3,003 | 126 |
| 18 Morrisburg | B | 15½ | 1 | 698 | 1,228 | 32 |
| 19 Napanee | B | 3½ | 1 | 980 | 804 | ..... |
| 20 Niagara Falls | B | 5¾ | ..... | 934 | 994 | 86 |
| 21 Orillia | B | 2 | ..... | 751 | 962 | 11 |
| 22 Ottawa | S | ¾ | ..... | 2,457 | 3,629 | 470 |
| 23 Owen Sound | B | 3 | 1 | 1,514 | 1,986 | 37 |
| 24 Perth | B | 2 | 1 | 978 | 850 | 13 |
| 25 Peterborough | B | 1½ | 1 | 884 | 710 | 149 |
| 26 Picton | B | 2¾ | ..... | 810 | 1,101 | 63 |
| 27 Port Arthur | S | 3 | 1 | 684 | 1,205 | 193 |
| 28 Renfrew | B | 3 | 1 | 673 | 798 | ..... |
| 29 Ridgetown | B | 1¾ | ..... | 778 | 1,285 | 74 |
| 30 St. Catharines | B | 1½ | ..... | 817 | 1,000 | 145 |
| 31 St. Mary's | B | 2 | ..... | 829 | 932 | 43 |
| 32 St. Thomas | B | 2½ | 1 | 1,195 | 1,744 | 92 |
| 33 Sarnia | B | 2½ | 1 | 894 | 1,230 | 111 |
| 34 Seaforth | B | 2¾ | ..... | 913 | 976 | 54 |
| 35 Stratford | B | 10 | ..... | 1,246 | 1,129 | 500 |
| 36 Strathroy | B | 1¼ | ..... | 1,071 | 966 | 56 |
| 37 Toronto, Harbord | B & S | 3½ | 1 | 1,935 | 5,171 | ..... |
| 38 Toronto, Parkdale | B | 1½ | 1 | 1,908 | 2,860 | 210 |
| 39 Toronto, Jarvis | B | 1¾ | 1 | 1,951 | 3,450 | 450 |
| 40 Toronto, Humberside | B | 6 | 1 | 1,510 | 1,514 | 98 |
| 41 Vankleek Hill | B | 2½ | ..... | 680 | 915 | 67 |
| 42 Windsor | B | 2⅓ | 1 | 1,307 | 1,181 | 49 |
| 43 Woodstock | B | 1 | 1 | 1,265 | 1,631 | 94 |
| Totals | ..... | ..... | 26 | 47,183 | 62,705 | 4,263 |

## AND HIGH SCHOOLS—Continued

### MISCELLANEOUS INFORMATION

General Equipment

| | Charts, Maps and Globes | Art Models | Typewriters | Gymnasium (not including equipment) | Equipment of Gymnasium | Museum | Aquarium | Pictures | Total value of General Equipment |
|---|---|---|---|---|---|---|---|---|---|
| | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| 1 | 113 | 51 | 270 | ..... | 15 | ..... | ..... | ..... | 1,899 |
| 2 | 159 | 64 | 1,283 | 1,000 | 606 | 125 | ..... | ..... | 5,682 |
| 3 | 310 | 87 | 902 | 1,000 | 366 | 10 | 35 | ..... | 4,530 |
| 4 | 150 | 99 | 339 | 2,500 | 260 | ..... | ..... | 88 | 5,734 |
| 5 | 263 | 51 | 1,200 | 2,500 | 285 | 123 | ..... | 100 | 7,444 |
| 6 | 135 | 54 | 150 | 750 | 57 | 22 | ..... | 20 | 3,106 |
| 7 | 163 | 69 | 700 | 3,000 | 282 | 5,024 | ..... | 100 | 12,099 |
| 8 | 85 | 55 | 405 | 1,200 | 234 | ..... | ..... | ..... | 3,454 |
| 9 | 134 | 131 | 720 | ..... | 101 | ..... | ..... | 75 | 3,018 |
| 10 | 171 | 63 | 667 | 1,200 | 174 | ..... | ..... | 590 | 5,917 |
| 11 | 72 | 39 | 400 | 2,500 | 242 | ..... | ..... | 60 | 4,896 |
| 12 | 267 | 52 | 300 | 2,800 | 547 | 100 | 75 | 350 | 7,425 |
| 13 | 241 | 50 | ..... | 8,000 | 968 | 120 | 10 | 101 | 12,852 |
| 14 | 94 | 65 | 180 | 800 | 176 | ..... | ..... | 122 | 3,281 |
| 15 | 118 | 52 | 600 | 4,500 | 290 | 35 | ..... | ..... | 7,675 |
| 16 | 87 | 71 | 435 | 4,000 | 495 | ..... | ..... | 25 | 8,299 |
| 17 | 391 | 78 | 860 | 1,600 | 540 | ..... | ..... | 500 | 8,123 |
| 18 | 132 | 53 | 363 | 980 | 194 | 150 | 5 | 125 | 3,960 |
| 19 | 96 | 66 | 245 | 850 | 248 | 15 | ..... | 35 | 3,339 |
| 20 | 114 | 81 | 550 | 1,000 | 24 | ..... | ..... | ..... | 3,783 |
| 21 | 113 | 63 | 410 | 1,800 | 288 | ..... | ..... | 50 | 4,448 |
| 22 | 503 | 219 | 1,426 | 7,000 | 1,213 | ..... | 300 | 241 | 17,458 |
| 23 | 134 | 56 | 325 | 3,000 | 56 | 100 | ..... | 50 | 7,258 |
| 24 | 138 | 51 | 150 | 560 | 267 | ..... | ..... | 75 | 3,082 |
| 25 | 50 | 54 | 648 | ..... | 3,630 | 239 | 75 | 126 | 6,565 |
| 26 | 100 | 56 | 450 | 5,000 | 248 | ..... | 25 | 50 | 7,903 |
| 27 | 239 | 104 | 800 | 15,000 | 286 | ..... | ..... | ..... | 18,511 |
| 28 | 92 | 62 | 200 | 5,000 | 26 | ..... | ..... | ..... | 6,851 |
| 29 | 117 | 57 | 250 | 900 | 86 | ..... | ..... | ..... | 3,547 |
| 30 | 144 | 79 | 585 | 8,000 | 151 | ..... | 6 | ..... | 10,927 |
| 31 | 120 | 53 | 140 | 700 | 84 | ..... | ..... | ..... | 2,901 |
| 32 | 98 | 81 | 975 | 1,518 | 374 | 92 | ..... | 425 | 6,594 |
| 33 | 89 | 63 | 360 | 1,380 | 302 | 50 | ..... | 100 | 4,579 |
| 34 | 118 | 52 | 250 | 600 | 156 | ..... | ..... | 27 | 3,146 |
| 35 | 187 | 66 | 450 | 2,000 | 156 | 500 | ..... | 100 | 6,334 |
| 36 | 97 | 50 | 150 | ..... | 113 | ..... | ..... | 50 | 2,553 |
| 37 | 184 | 56 | ..... | 10,000 | 1,000 | 1,029 | ..... | 125 | 19,500 |
| 38 | 165 | 113 | 25 | 10,000 | 270 | ..... | ..... | 250 | 15,801 |
| 39 | 193 | 83 | 115 | 7,000 | 250 | 550 | 125 | ..... | 14,167 |
| 40 | 148 | 80 | 90 | 7,000 | 519 | ..... | 11 | 116 | 11,086 |
| 41 | 64 | 61 | 210 | 3,200 | 40 | ..... | ..... | 60 | 5,297 |
| 42 | 135 | 59 | 967 | 3,000 | 225 | ..... | ..... | 100 | 7,023 |
| 43 | 79 | 66 | 965 | 1,700 | 205 | 170 | ..... | 47 | 6,222 |
| | 6,602 | 3,015 | 20,510 | 134,538 | 16,049 | 8,454 | 667 | 4,283 | 308,269 |

## COLLEGIATE INSTITUTES

### III. TABLE M—

| Collegiate Institutes | Value of Manual Training Department Equipment | | | | Value of Household Science Department Equipment | | |
|---|---|---|---|---|---|---|---|
| | Woodwork | Woodturning | Forging | Machine Shop Practice | Cookery, Sanitation and Hygiene | Handwork and Machine Sewing | Laundry Work |
| | $ | $ | $ | $ | $ | $ | $ |
| 1 Barrie | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 2 Berlin | 812 | 210 | 400 | 1,334 | 1,237 | 9 | ..... |
| 3 Brantford | 809 | 494 | 888 | 511 | 572 | ..... | ..... |
| 4 Brockville | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 Chatham | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 Clinton | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 Cobourg | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 Collingwood | 544 | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 Fort William | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 10 Galt | 659 | ..... | ..... | ..... | 876 | 10 | 22 |
| 11 Goderich | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 12 Guelph | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 13 Hamilton | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 Ingersoll | 500 | ..... | ..... | ..... | 300 | ..... | ..... |
| 15 Kingston | 625 | 311 | ..... | ..... | ..... | ..... | ..... |
| 16 Lindsay | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 17 London | 700 | ..... | ..... | ..... | 500 | ..... | ..... |
| 18 Morrisburg | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 19 Napanee | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 20 Niagara Falls | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 21 Orillia | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 22 Ottawa | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 23 Owen Sound | 505 | 350 | ..... | ..... | 637 | 10 | ..... |
| 24 Perth | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 25 Peterborough | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 26 Picton | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 27 Port Arthur | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 28 Renfrew | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 29 Ridgetown | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 30 St. Catharines | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 31 St. Mary's | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 32 St. Thomas | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 33 Sarnia | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 34 Seaforth | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 35 Stratford | 600 | 300 | 200 | 400 | 300 | ..... | ..... |
| 36 Strathroy | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 37 Toronto, Harbord | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 38 Toronto, Parkdale | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 39 Toronto, Jarvis | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 40 Toronto, Humberside | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 41 Vankleek Hill | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 42 Windsor | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 43 Woodstock | 750 | 200 | 650 | 2,000 | 300 | ..... | 3 |
| Totals | 6,504 | 1,865 | 2,138 | 4,245 | 4,722 | 29 | 25 |

## AND HIGH SCHOOLS—Continued

### MISCELLANEOUS INFORMATION—Continued

| | Value of Agricultural Department Equipment | Value of Art Equipment (Middle School) | Total value of Special Equipment as per preceding nine columns | Religious and other Exercises | | | | | Destination of Pupils | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Schools using authorized Scripture Readings | Schools opened with Prayer | Schools closed with Prayer | Schools using the Bible | Commencement Exercises | Commerce | Agriculture | Law, Medicine or the Church | Teaching | The Trades | Other occupations | Without occupation |
| | $ | $ | $ | | | | | | | | | | | | |
| 1 | ..... | ..... | ..... | ..... | 1 | ..... | 1 | ..... | 11 | 8 | 2 | 18 | 8 | 4 | 26 |
| 2 | ..... | ..... | 4,002 | 1 | 1 | ..... | 1 | 1 | 33 | 3 | 11 | 4 | 4 | 10 | 14 |
| 3 | ..... | 112 | 3,386 | ..... | 1 | ..... | 1 | ..... | 38 | 12 | 5 | 16 | 6 | 32 | 19 |
| 4 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 21 | 12 | 7 | 8 | 25 | 10 | 9 |
| 5 | ..... | ..... | ..... | 1 | 1 | ..... | 1 | 1 | 26 | 7 | 11 | 12 | 15 | 30 | ..... |
| 6 | ..... | ..... | ..... | 1 | 1 | ..... | 1 | 1 | 12 | 9 | ..... | 13 | 2 | 12 | ..... |
| 7 | ..... | ..... | ..... | 1 | 1 | ..... | 1 | ..... | 4 | ..... | ..... | 6 | 1 | 34 | 16 |
| 8 | 139 | ..... | 683 | ..... | 1 | ..... | ..... | ..... | 10 | 7 | ..... | 8 | 3 | 16 | 11 |
| 9 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 8 | 2 | 2 | ..... | 3 | 8 | 22 |
| 10 | 420 | ..... | 1,987 | 1 | 1 | ..... | ..... | 1 | 43 | 8 | 5 | 15 | 17 | 14 | 8 |
| 11 | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 15 | 6 | 2 | 18 | 2 | 7 | 12 |
| 12 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 23 | 9 | 4 | 23 | 9 | 30 | 20 |
| 13 | ..... | ..... | ..... | 1 | 1 | ..... | 1 | 1 | 70 | 15 | 30 | 55 | 10 | 15 | 78 |
| 14 | ..... | ..... | 800 | 1 | 1 | ..... | ..... | 1 | 16 | ..... | 2 | 4 | ..... | 29 | ..... |
| 15 | ..... | ..... | 936 | 1 | 1 | ..... | 1 | ..... | 29 | 11 | 6 | 10 | 3 | 98 | 18 |
| 16 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 23 | 8 | 3 | 38 | 3 | 8 | 38 |
| 17 | ..... | ..... | 1,200 | 1 | 1 | 1 | ..... | ..... | 108 | 8 | 12 | 36 | 5 | 88 | 34 |
| 18 | ..... | ..... | ..... | 1 | 1 | ..... | ..... | 1 | 8 | 4 | 2 | 11 | 6 | 9 | 5 |
| 19 | ..... | ..... | ..... | ..... | 1 | 1 | 1 | 1 | 7 | 15 | ..... | 15 | 4 | 15 | 5 |
| 20 | ..... | ..... | ..... | ..... | 1 | ..... | 1 | 1 | 13 | 7 | 3 | 7 | 18 | 19 | 18 |
| 21 | ..... | ..... | ..... | ..... | 1 | ..... | 1 | ..... | 21 | 8 | 3 | 28 | 3 | 18 | 9 |
| 22 | ..... | 75 | 75 | 1 | 1 | 1 | ..... | 1 | 108 | 13 | 28 | 29 | 24 | 51 | 83 |
| 23 | ..... | ..... | 1,502 | ..... | 1 | ..... | ..... | 1 | 22 | 15 | 14 | 40 | 21 | 13 | 10 |
| 24 | 100 | ..... | 100 | 1 | 1 | ..... | ..... | 1 | 3 | 2 | ..... | 17 | ..... | 2 | 30 |
| 25 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 31 | 7 | 15 | 20 | 27 | 31 | 33 |
| 26 | 268 | ..... | 268 | ..... | 1 | ..... | ..... | 1 | 5 | 20 | ..... | 25 | 4 | 16 | 10 |
| 27 | ..... | ..... | ..... | 1 | 1 | ..... | ..... | 1 | 27 | 1 | 3 | 1 | 2 | 5 | 9 |
| 28 | ..... | ..... | ..... | ..... | 1 | 1 | 1 | 1 | 16 | 10 | 8 | 32 | 4 | 1 | 2 |
| 29 | ..... | ..... | ..... | ..... | 1 | ..... | 1 | 1 | 15 | 16 | ..... | 11 | 6 | 6 | 1 |
| 30 | ..... | ..... | ..... | ..... | 1 | ..... | 1 | ..... | 37 | 5 | ..... | 8 | 2 | 48 | 25 |
| 31 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 12 | 13 | 5 | 3 | 7 | 6 | ..... |
| 32 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 49 | 5 | 13 | 31 | 19 | 7 | ..... |
| 33 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 46 | 2 | 2 | 4 | ..... | 10 | 25 |
| 34 | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 17 | 1 | ..... | 9 | ..... | 21 | 3 |
| 35 | ..... | ..... | 1,800 | ..... | 1 | ..... | ..... | 1 | 30 | 5 | 10 | 20 | 15 | 30 | ..... |
| 36 | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 15 | 8 | 4 | 13 | 4 | 10 | 6 |
| 37 | ..... | ..... | ..... | 1 | 1 | ..... | 1 | 1 | 50 | ..... | 5 | 20 | ..... | 76 | ..... |
| 38 | ..... | ..... | ..... | ..... | 1 | ..... | 1 | 1 | 54 | 3 | 10 | 15 | 10 | 80 | 26 |
| 39 | ..... | ..... | ..... | 1 | 1 | ..... | 1 | ..... | 65 | 5 | 14 | 21 | 7 | 20 | 70 |
| 40 | ..... | ..... | ..... | 1 | 1 | ..... | 1 | 1 | 44 | 2 | 1 | 16 | ..... | 16 | 29 |
| 41 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 1 | 2 | 1 | 18 | 1 | 2 | 9 |
| 42 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 43 | 6 | 8 | 11 | 8 | 26 | 29 |
| 43 | ..... | ..... | 3,903 | ..... | 1 | ..... | ..... | 1 | 21 | 11 | 1 | 28 | 1 | ..... | 74 |
| | 927 | 187 | 20,642 | 19 | 43 | 4 | 18 | 31 | 1,250 | 311 | 252 | 737 | 309 | 983 | 836 |

## COLLEGIATE INSTITUTES AND
## III. TABLE M—MISCELLANEOUS

| High Schools | Brick or Stone School House | Number of Acres in Playground | Schools under Board of Education. | Value of General Library | Scientific Apparatus | Biological Specimens | Charts, Maps and Globes |
|---|---|---|---|---|---|---|---|
| 1 Alexandria | B | 1¾ | 1 | $471 | $483 | $ .... | $75 |
| 2 Almonte | S | 1¼ | 1 | 957 | 553 | 8 | 61 |
| 3 Arnprior | B | 1 | 1 | 459 | 410 | 15 | 74 |
| 4 Arthur | B | 7 | ..... | 506 | 721 | ..... | 69 |
| 5 Athens | S | 2 | ..... | 562 | 723 | ..... | 64 |
| 6 Aurora | B | 4½ | ..... | 473 | 563 | 12 | 64 |
| 7 Aylmer | B | 4¼ | ..... | 988 | 983 | 179 | 136 |
| 8 Beamsville | B | 1 | 1 | 419 | 437 | ..... | 74 |
| 9 Belleville | B | .... | 1 | 558 | 775 | 26 | 150 |
| 10 Bowmanville | B | 3 | ..... | 560 | 604 | 21 | 54 |
| 11 Bradford | B | 6 | ..... | 349 | 398 | ..... | 66 |
| 12 Brampton | B | 5 | ..... | 497 | 661 | 12 | 65 |
| 13 Brighton | B | ½ | 1 | 368 | 422 | 63 | 51 |
| 14 Caledonia | B | 1½ | 1 | 549 | 650 | 2 | 52 |
| 15 Campbellford | B | ¾ | 1 | 608 | 796 | 35 | 69 |
| 16 Carleton Place | S | 1 | 1 | 842 | 392 | 20 | 67 |
| 17 Cayuga | B | 1½ | 1 | 324 | 401 | ..... | 51 |
| 18 Chesley | B | 3 | ..... | 387 | 488 | 6 | 60 |
| 19 Colborne | B | ¾ | 1 | 317 | 551 | ..... | 53 |
| 20 Cornwall | B | 2¼ | ..... | 721 | 811 | 40 | 150 |
| 21 Deseronto | B | 3 | ..... | 474 | 582 | ..... | 87 |
| 22 Dundas | B | ..... | 1 | 668 | 852 | 21 | 73 |
| 23 Dunnville | S & B | 4¼ | 1 | 451 | 727 | 74 | 70 |
| 24 Dutton | B | 1 | ..... | 343 | 588 | 11 | 52 |
| 25 Elora | S | ½ | 1 | 277 | 414 | 1,000 | 50 |
| 26 Essex | B | 3¼ | ..... | 369 | 548 | ..... | 61 |
| 27 Fergus | S | 1 | 1 | 582 | 485 | ..... | 66 |
| 28 Forest | B | 2 | ..... | 424 | 428 | ..... | 95 |
| 29 Gananoque | B | 1 | 1 | 734 | 634 | ..... | 79 |
| 30 Georgetown | B | 4½ | ..... | 397 | 599 | 75 | 70 |
| 31 Glencoe | B | 2 | ..... | 488 | 498 | 35 | 56 |
| 32 Gravenhurst | B | 7 | ..... | 317 | 352 | 7 | 56 |
| 33 Grimsby | B | 2½ | 1 | 268 | 402 | 13 | 58 |
| 34 Hagersville | B | 1½ | ..... | 337 | 649 | 51 | 59 |
| 35 Haileybury | B | 5 | ..... | 376 | 416 | 16 | 55 |
| 36 Harriston | B | 3 | 1 | 238 | 350 | 22 | 51 |
| 37 Hawkesbury | B | ½ | 1 | 424 | 316 | ..... | 52 |
| 38 Iroquois | B | 1 | ..... | 795 | 1,256 | ..... | 134 |
| 39 Kemptville | B | 2 | 1 | 366 | 685 | 25 | 68 |
| 40 Kenora | B | 2 | 1 | 334 | 614 | 27 | 77 |
| 41 Kincardine | B | 4 | 1 | 646 | 777 | ..... | 82 |
| 42 Leamington | B | 2 | ..... | 396 | 553 | ..... | 120 |
| 43 Listowel | B | 2 | ..... | 413 | 628 | 13 | 55 |
| 44 Lucan | B | 3 | ..... | 398 | 587 | 37 | 50 |
| 45 Madoc | B | 1 | ..... | 320 | 669 | 19 | 85 |
| 46 Markham | B | 2½ | ..... | 309 | 900 | ..... | 64 |
| 47 Meaford | B | 4½ | ..... | 678 | 904 | 82 | 101 |
| 48 Midland | B | 6½ | ..... | 487 | 833 | ..... | 58 |
| 49 Mitchell | B | ¾ | ..... | 335 | 631 | ..... | 59 |
| 50 Mount Forest | B | 2½ | 1 | 477 | 473 | ..... | 54 |
| 51 Newburgh | S | 1½ | 1 | 562 | 536 | ..... | 75 |
| 52 Newcastle | B | 1 | 1 | 396 | 324 | ..... | 59 |
| 53 Newmarket | B | 1¾ | ..... | 356 | 626 | 17 | 89 |
| 54 Niagara | B | ½ | ..... | 232 | 235 | ..... | 72 |
| 55 Niagara Falls South | B | 2 | ..... | 310 | 383 | 37 | 67 |
| 56 North Bay | B | 1¼ | ..... | 345 | 631 | ..... | 164 |
| 57 North Toronto | | | ..... | 307 | 322 | ..... | 58 |
| 58 Norwood | B | 7 | 1 | 381 | 494 | 63 | 81 |

## HIGH SCHOOLS—Continued
### INFORMATION—Continued

| | Equipment | | | | | | | | Value of Manual Training Department Equipment | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Art Models | Typewriters | Gymnasium (not including equipment) | Equipment of Gymnasium | Museum | Aquarium, Herbarium, etc. | Pictures | Total value of General Equipment | Woodwork | Woodturning | Forging | Machine Shop Practice |
| 1 | $ 50 | $ .... | $ .... | $ .... | $.... | $.. | $.. | $1,079 | $.... | ..... | ..... | ..... |
| 2 | 51 | 135 | ..... | ..... | ..... | .... | ..... | 1,765 | ..... | ..... | ..... | ..... |
| 3 | 59 | ..... | ..... | ..... | ..... | .... | ..... | 1,017 | ..... | ..... | ..... | ..... |
| 4 | 49 | 95 | ..... | 101 | ..... | .... | 39 | 1,580 | ..... | ..... | ..... | ..... |
| 5 | 80 | ..... | ..... | 13 | ..... | .... | 100 | 1,542 | ..... | ..... | ..... | ..... |
| 6 | 53 | ..... | ..... | ..... | ..... | .... | 200 | 1,365 | ..... | ..... | ..... | ..... |
| 7 | 103 | 140 | 680 | 85 | 120 | .... | 200 | 3,614 | ..... | ..... | ..... | ..... |
| 8 | 36 | ..... | ..... | ..... | ..... | .... | ..... | 966 | ..... | ..... | ..... | ..... |
| 9 | 52 | ..... | ..... | ..... | ..... | .... | ..... | 1,561 | ..... | ..... | ..... | ..... |
| 10 | 53 | ..... | ..... | ..... | ..... | .... | 360 | 1,652 | ..... | ..... | ..... | ..... |
| 11 | 56 | ..... | ..... | 34 | ..... | .... | 5 | 908 | ..... | ..... | ..... | ..... |
| 12 | 51 | 65 | ..... | ..... | ..... | 10 | 50 | 1,411 | ..... | ..... | ..... | ..... |
| 13 | 54 | ..... | ..... | ..... | ..... | .... | ..... | 958 | ..... | ..... | ..... | ..... |
| 14 | 69 | ..... | ..... | ..... | 50 | 2 | 35 | 1,409 | ..... | ..... | ..... | ..... |
| 15 | 51 | ..... | ..... | 22 | ..... | .... | 50 | 1,631 | ..... | ..... | ..... | ..... |
| 16 | 51 | ..... | ..... | ..... | ..... | .... | 2 | 1,374 | ..... | ..... | ..... | ..... |
| 17 | 57 | ..... | ..... | ..... | ..... | .... | 45 | 878 | ..... | ..... | ..... | ..... |
| 18 | 70 | ..... | ..... | 9 | 18 | 4 | 29 | 1,071 | ..... | ..... | ..... | ..... |
| 19 | 50 | ..... | ..... | ..... | ..... | .... | ..... | 971 | ..... | ..... | ..... | ..... |
| 20 | 84 | 750 | ..... | ..... | ..... | 13 | 100 | 2,669 | ..... | ..... | ..... | ..... |
| 21 | 51 | ..... | ..... | 150 | 25 | .... | ..... | 1,369 | ..... | ..... | ..... | ..... |
| 22 | 70 | 230 | ..... | 48 | 19 | 3 | 34 | 2,018 | ..... | ..... | ..... | ..... |
| 23 | 56 | 160 | ..... | 1 | 50 | 7 | 50 | 1,646 | ..... | ..... | ..... | ..... |
| 24 | 41 | ..... | ..... | ..... | ..... | .... | 9 | 1,044 | ..... | ..... | ..... | ..... |
| 25 | 50 | 205 | ..... | ..... | 1,500 | .... | 25 | 3,521 | ..... | ..... | ..... | ..... |
| 26 | 50 | ..... | ..... | 53 | 50 | .... | 100 | 1,231 | 500 | ..... | ..... | ..... |
| 27 | 62 | ..... | ..... | ..... | ..... | .... | 15 | 1,210 | ..... | ..... | ..... | ..... |
| 28 | 50 | 50 | ..... | 15 | 32 | .... | ..... | 1,094 | ..... | ..... | ..... | ..... |
| 29 | 60 | 366 | ..... | ..... | ..... | .... | 375 | 2,248 | ..... | ..... | ..... | ..... |
| 30 | 69 | 65 | ..... | 20 | 65 | 3 | 42 | 1,405 | ..... | ..... | ..... | ..... |
| 31 | 50 | ..... | ..... | 36 | .... | .... | ..... | 1,163 | ..... | ..... | ..... | ..... |
| 32 | 50 | 120 | ..... | 10 | ..... | .... | 17 | 929 | ..... | ..... | ..... | ..... |
| 33 | 50 | ..... | ..... | ..... | ..... | .... | 75 | 866 | ..... | ..... | ..... | ..... |
| 34 | 30 | ..... | ..... | ..... | ..... | .... | ..... | 1,126 | ..... | ..... | ..... | ..... |
| 35 | 54 | ..... | ..... | ..... | ..... | .... | 107 | 1,024 | ..... | ..... | ..... | ..... |
| 36 | 57 | 90 | ..... | 3 | ..... | .... | ..... | 811 | ..... | ..... | ..... | ..... |
| 37 | 60 | ..... | ..... | 5 | ..... | .... | 32 | 889 | ..... | ..... | ..... | ..... |
| 38 | 52 | 150 | ..... | 19 | ..... | .... | ..... | 2,406 | ..... | ..... | ..... | ..... |
| 39 | 62 | 141 | ..... | 18 | ..... | .... | ..... | 1,365 | ..... | ..... | ..... | ..... |
| 40 | 50 | ..... | ..... | ..... | ..... | .... | ..... | 1,102 | ..... | ..... | ..... | ..... |
| 41 | 51 | 53 | 800 | 52 | ..... | 9 | ..... | 2,470 | ..... | ..... | ..... | ..... |
| 42 | 52 | 300 | ..... | 62 | ..... | .... | ..... | 1,483 | ..... | ..... | ..... | ..... |
| 43 | 76 | ..... | 200 | 42 | ..... | .... | 30 | 1,457 | ..... | ..... | ..... | ..... |
| 44 | 50 | ..... | ..... | 8 | ..... | .... | 10 | 1,140 | ..... | ..... | ..... | ..... |
| 45 | 41 | ..... | ..... | 31 | ..... | .... | ..... | 1,165 | ..... | ..... | ..... | ..... |
| 46 | 49 | ..... | ..... | ..... | ..... | .... | ..... | 1,322 | ..... | ..... | ..... | ..... |
| 47 | 58 | 590 | 1,344 | 283 | ..... | .... | 235 | 4,275 | ..... | ..... | ..... | ..... |
| 48 | 57 | ..... | ..... | ..... | ..... | 3 | 150 | 1,588 | .... | ..... | ..... | ..... |
| 49 | 52 | ..... | 555 | 196 | ..... | .... | 20 | 1,848 | ..... | ..... | ..... | ..... |
| 50 | 50 | ..... | ..... | 10 | ..... | .... | ..... | 1,064 | ..... | ..... | ..... | ..... |
| 51 | 51 | ..... | ..... | ..... | ..... | .... | 50 | 1,274 | ..... | ..... | ..... | ..... |
| 52 | 48 | ..... | ..... | ..... | 25 | .... | ..... | 852 | ..... | ..... | ..... | ..... |
| 53 | 55 | 260 | ..... | 97 | ..... | .... | ..... | 1,500 | ..... | ..... | ..... | ..... |
| 54 | 23 | 100 | 1,425 | 222 | ..... | .... | ..... | 2,309 | ..... | ..... | ..... | ..... |
| 55 | 63 | 196 | ..... | 30 | ..... | .... | 25 | 1,111 | ..... | ..... | ..... | ..... |
| 56 | 55 | ..... | ..... | ..... | ..... | .... | 90 | 1,285 | ..... | ..... | ..... | ..... |
| 57 | 58 | ..... | ..... | ..... | ..... | .... | ..... | 745 | ..... | ..... | ..... | ..... |
| 58 | 56 | ..... | ..... | ..... | ..... | .... | ..... | 1,075 | ..... | ..... | ..... | ..... |

## COLLEGIATE INSTITUTES AND
## III TABLE M—MISCELLANEOUS

| | High Schools | Value of Household Science Department Equipment | | | Value of Agricultural Department Equipment | Value of Art Equipment (Middle School) | Total value of Special Equipment as per preceding nine columns |
|---|---|---|---|---|---|---|---|
| | | Cookery, Sanitation and Hygiene | Handwork and Machine Sewing | Laundry Work | | | |
| | | $ .... | $ .... | $ .... | $ .... | $ .... | $ .... |
| 1 | Alexandria | | | | | | |
| 2 | Almonte | | | | | | |
| 3 | Arnprior | | | | | | |
| 4 | Arthur | | | | | | |
| 5 | Athens | | | | | | |
| 6 | Aurora | | | | | | |
| 7 | Aylmer | | | | | | |
| 8 | Beamsville | | | | | | |
| 9 | Belleville | | | | | | |
| 10 | Bowmanville | | | | | | |
| 11 | Bradford | | | | | | |
| 12 | Brampton | | | | | | |
| 13 | Brighton | | | | | | |
| 14 | Caledonia | | | | | | |
| 15 | Campbellford | | | | | | |
| 16 | Carleton Place | | | | | | |
| 17 | Cayuga | | | | | | |
| 18 | Chesley | | | | | | |
| 19 | Colborne | | | | | | |
| 20 | Cornwall | | | | | | |
| 21 | Deseronto | | | | | | |
| 22 | Dundas | | | | | | |
| 23 | Dunnville | | | | | | |
| 24 | Dutton | | | | 190 | | 190 |
| 25 | Elora | | | | | | |
| 26 | Essex | | | | 246 | | 746 |
| 27 | Fergus | | | | | | |
| 28 | Forest | | | | | | |
| 29 | Gananoque | | | | | | |
| 30 | Georgetown | | | | | | |
| 31 | Glencoe | | | | | | |
| 32 | Gravenhurst | | | | | | |
| 33 | Grimsby | | | | | | |
| 34 | Hagersville | | | | | | |
| 35 | Haileybury | | | | | | |
| 36 | Harriston | | | | | | |
| 37 | Hawkesbury | | | | | | |
| 38 | Iroquois | | | | | | |
| 39 | Kemptville | | | | | | |
| 40 | Kenora | | | | | | |
| 41 | Kincardine | | | | | | |
| 42 | Leamington | | | | | | |
| 43 | Listowel | | | | | | |
| 44 | Lucan | | | | | | |
| 45 | Madoc | | | | | | |
| 46 | Markham | | | | | | |
| 47 | Meaford | | | | | | |
| 48 | Midland | | | | | | |
| 49 | Mitchell | | | | | | |
| 50 | Mount Forest | | | | | | |
| 51 | Newburgh | | | | | | |
| 52 | Newcastle | | | | | | |
| 53 | Newmarket | | | | | | |
| 54 | Niagara | | | | | | |
| 55 | Niagara Falls South | 489 | | | | | 489 |
| 56 | North Bay | | | | | | |
| 57 | North Toronto | | | | | | |
| 58 | Norwood | | | | 400 | | 400 |

## HIGH SCHOOLS—Continued
### INFORMATION—Continued

| | Religious and other Exercises | | | | | Destination of Pupils | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Schools using authorized Scripture Readings | Schools opened with Prayer | Schools closed with Prayer | Schools using the Bible | Commencement Exercises | Commerce | Agriculture | Law, Medicine or the Church | Teaching | The Trades | Other occupations | Without occupation |
| 1 | ..... | 1 | ..... | ..... | 1 | 1 | 7 | 2 | 13 | ..... | 11 | 10 |
| 2 | 1 | 1 | ..... | 1 | 1 | 10 | 3 | 1 | 10 | 3 | 9 | 11 |
| 3 | ..... | 1 | ..... | ..... | 1 | 5 | 3 | ..... | 10 | 5 | 25 | 7 |
| 4 | ..... | 1 | ..... | ..... | 1 | 4 | 1 | 1 | 5 | 2 | 4 | 5 |
| 5 | 1 | 1 | ..... | ..... | 1 | ..... | 3 | 1 | 20 | ..... | 9 | 5 |
| 6 | ..... | 1 | ..... | 1 | 1 | 5 | 7 | 1 | 7 | 2 | 7 | 3 |
| 7 | ..... | 1 | ..... | 1 | 1 | 3 | 11 | 2 | 5 | 4 | 6 | 2 |
| 8 | ..... | 1 | 1 | 1 | ..... | 6 | 6 | ..... | 2 | ..... | 8 | ..... |
| 9 | ..... | 1 | ..... | ..... | ..... | 22 | 3 | 1 | 6 | 7 | 5 | 24 |
| 10 | ..... | 1 | ..... | 1 | ..... | 5 | 7 | 2 | 7 | 5 | 6 | 5 |
| 11 | ..... | ..... | ..... | ..... | ..... | 2 | 1 | ..... | 12 | ..... | 2 | 1 |
| 12 | ..... | 1 | ..... | ..... | 1 | 3 | 20 | ..... | 12 | 2 | 8 | 3 |
| 13 | 1 | ..... | ..... | ..... | 1 | 1 | 3 | ..... | 2 | ..... | 6 | ..... |
| 14 | ..... | 1 | ..... | 1 | 1 | 2 | 5 | 1 | 7 | 1 | ..... | 22 |
| 15 | 1 | 1 | ..... | ..... | 1 | 1 | 8 | ..... | 8 | ..... | 30 | ..... |
| 16 | ..... | 1 | ..... | ..... | 1 | 12 | 12 | 1 | 11 | 2 | 10 | 8 |
| 17 | ..... | 1 | ..... | ..... | 1 | 4 | 2 | ..... | 3 | 1 | ..... | 7 |
| 18 | ..... | 1 | ..... | 1 | 1 | 12 | 3 | ..... | 14 | 1 | 5 | ..... |
| 19 | 1 | 1 | 1 | ..... | ..... | 3 | 1 | 2 | 6 | ..... | 1 | ..... |
| 20 | 1 | 1 | ..... | ..... | ..... | 28 | 10 | 8 | 12 | 3 | 8 | 8 |
| 21 | ..... | ..... | ..... | ..... | ..... | 1 | 4 | ..... | 3 | 2 | 6 | 3 |
| 22 | ..... | 1 | ..... | 1 | 1 | 4 | 3 | ..... | 6 | ..... | 17 | 7 |
| 23 | ..... | 1 | ..... | ..... | 1 | 15 | 20 | 3 | 6 | 3 | 4 | ..... |
| 24 | ..... | 1 | ..... | 1 | ..... | ..... | 12 | 1 | 15 | 4 | 10 | 8 |
| 25 | ..... | 1 | 1 | 1 | 1 | 5 | 5 | ..... | ..... | 3 | 10 | ..... |
| 26 | 1 | 1 | ..... | ..... | 1 | 3 | 6 | 3 | 16 | 4 | 4 | 1 |
| 27 | ..... | 1 | ..... | ..... | ..... | 12 | 3 | 8 | 21 | 2 | 6 | ..... |
| 28 | ..... | 1 | ..... | ..... | 1 | 13 | 4 | 1 | 7 | 2 | 1 | 6 |
| 29 | 1 | 1 | 1 | ..... | ..... | 8 | 3 | 8 | 7 | 3 | 6 | 9 |
| 30 | ..... | 1 | ..... | 1 | 1 | 4 | 4 | ..... | 6 | 2 | 6 | 15 |
| 31 | ..... | 1 | ..... | ..... | 1 | 2 | 4 | 2 | 4 | 5 | 5 | 1 |
| 32 | ..... | 1 | ..... | 1 | 1 | 4 | ..... | 2 | 4 | 4 | ..... | 7 |
| 33 | ..... | 1 | 1 | 1 | 1 | 4 | 14 | 1 | 11 | 4 | 6 | 3 |
| 34 | ..... | 1 | ..... | ..... | ..... | 5 | 6 | 3 | 7 | ..... | 17 | ..... |
| 35 | ..... | 1 | ..... | ..... | 1 | 8 | ..... | ..... | 1 | ..... | 2 | 5 |
| 36 | ..... | 1 | ..... | ..... | ..... | 5 | 3 | ..... | 6 | 2 | 8 | ..... |
| 37 | 1 | 1 | ..... | ..... | ..... | 9 | 4 | 1 | 2 | 1 | 11 | ..... |
| 38 | ..... | 1 | ..... | ..... | 1 | 8 | 8 | 1 | 5 | ..... | 8 | 4 |
| 39 | ..... | 1 | ..... | 1 | ..... | 2 | 9 | 2 | 21 | ..... | 17 | 4 |
| 40 | ..... | 1 | ..... | ..... | ..... | 4 | 2 | ..... | 5 | 6 | 4 | ..... |
| 41 | 1 | 1 | ..... | ..... | 1 | 2 | 10 | ..... | 10 | 1 | 3 | 4 |
| 42 | 1 | 1 | ..... | ..... | ..... | 16 | 6 | 3 | 8 | 1 | 15 | ..... |
| 43 | ..... | 1 | ..... | ..... | 1 | 16 | 14 | 1 | 22 | 1 | 12 | ..... |
| 44 | ..... | 1 | ..... | 1 | 1 | 8 | 6 | 3 | 7 | 1 | 1 | 4 |
| 45 | 1 | 1 | ..... | 1 | ..... | 6 | 3 | ..... | 8 | ..... | 7 | ..... |
| 46 | 1 | 1 | ..... | 1 | 1 | 5 | 6 | 2 | 8 | 6 | 13 | 10 |
| 47 | ..... | 1 | ..... | ..... | ..... | 9 | 10 | 1 | 17 | 1 | 18 | 6 |
| 48 | ..... | 1 | ..... | ..... | 1 | 5 | 3 | 2 | 8 | 6 | 9 | 5 |
| 49 | 1 | 1 | 1 | ..... | 1 | 7 | 8 | ..... | 8 | 1 | 2 | 4 |
| 50 | 1 | 1 | ..... | ..... | 1 | 15 | 9 | 1 | 12 | 1 | 10 | 5 |
| 51 | 1 | 1 | ..... | 1 | 1 | 4 | ..... | ..... | 7 | 1 | 25 | ..... |
| 52 | ..... | 1 | ..... | ..... | ..... | 2 | 7 | 1 | 1 | 2 | ..... | 2 |
| 53 | ..... | 1 | ..... | ..... | 1 | 17 | 14 | ..... | 8 | 8 | 10 | 8 |
| 54 | ..... | 1 | ..... | ..... | 1 | 6 | 2 | ..... | ..... | 3 | 2 | 3 |
| 55 | ..... | 1 | ..... | ..... | ..... | 9 | 10 | ..... | 1 | 2 | 4 | 3 |
| 56 | ..... | ..... | ..... | ..... | 1 | 6 | ..... | 2 | 2 | 4 | 10 | 7 |
| 57 | ..... | 1 | ..... | 1 | ..... | 10 | 2 | 2 | 3 | ..... | 8 | 7 |
| 58 | 1 | 1 | ..... | ..... | 1 | 1 | 4 | 2 | 11 | 1 | 6 | 4 |

## COLLEGIATE INSTITUTES AND
## III. TABLE M—MISCELLANEOUS

| High Schools | Brick or Stone School House | Number of Acres in Playground | Schools under Board of Education | Value of General Library | Scientific Apparatus | Biological Specimens | Charts, Maps and Globes |
|---|---|---|---|---|---|---|---|
| | | | | $ | $ | $ | $ |
| 59 Oakville | B | 4 | 1 | 372 | 595 | ..... | 70 |
| 60 Omemee | B | 1¼ | 1 | 313 | 301 | ..... | 53 |
| 61 Orangeville | B | 3 | ..... | 718 | 852 | 12 | 86 |
| 62 Oshawa | B | 5 | 1 | 350 | 765 | 20 | 104 |
| 63 Paris | B | 4 | 1 | 498 | 863 | 37 | 96 |
| 64 Parkhill | B | 5 | 1 | 472 | 513 | 20 | 35 |
| 65 Pembroke | B | ⅝ | 1 | 363 | 902 | 37 | 106 |
| 66 Penetanguishene | B | 10 | ..... | 361 | 703 | 116 | 61 |
| 67 Petrolea | B | 1⅜ | ..... | 461 | 649 | ..... | 51 |
| 68 Plantagenet | B | 1½ | ..... | 193 | 267 | 7 | 21 |
| 69 Port Dover | B | 1¼ | 1 | 516 | 532 | 4 | 102 |
| 70 Port Elgin | B | 1½ | ..... | 368 | 484 | 7 | 111 |
| 71 Port Hope | B | 1½ | ..... | 836 | 1,004 | 73 | 126 |
| 72 Port Perry | B | 3 | 1 | 390 | 716 | ..... | 58 |
| 73 Port Rowan | B | 2¼ | 1 | 354 | 410 | 7 | 59 |
| 74 Prescott | B | 1⅛ | 1 | 337 | 542 | 34 | 102 |
| 75 Richmond Hill | B | 1 | 1 | 344 | 423 | 69 | 51 |
| 76 Rockland | B | 1½ | ..... | 339 | 308 | 18 | 52 |
| 77 Sault Ste. Marie | B | 4⅝ | ..... | 606 | 831 | 15 | 60 |
| 78 Simcoe | B | 5 | 1 | 552 | 844 | 87 | 134 |
| 79 Smith's Falls | B | 1 | 1 | 457 | 1,392 | 72 | 88 |
| 80 Smithville | B | 2 | ..... | 321 | 465 | ..... | 53 |
| 81 Stirling | B | 2½ | 1 | 322 | 404 | ..... | 53 |
| 82 Streetsville | B | ⅛ | ..... | 388 | 369 | 19 | 60 |
| 83 Sudbury | B | 5 | ..... | 479 | 1,543 | 92 | 69 |
| 84 Sydenham | S | 1½ | ..... | 457 | 509 | 19 | 73 |
| 85 Thorold | B | 2¼ | ..... | 313 | 545 | ..... | 125 |
| 86 Tillsonburg | B | 2½ | ..... | 355 | 571 | ..... | 82 |
| 87 Toronto, Commerce & Finance | B | ..... | 1 | 582 | 394 | ..... | 31 |
| 88 Toronto, Malvern | B | 3 | 1 | 569 | 1,483 | 20 | 64 |
| 89 Toronto, Oakwood | B & S | 5 | 1 | 1,208 | 3,079 | 432 | 225 |
| 90 Toronto, Riverdale | B | 4½ | 1 | 1,030 | 2,107 | 262 | 105 |
| 91 Toronto, Technical | B | 1 | 1 | 1,760 | 8,090 | ..... | 97 |
| 92 Trenton | B | 1½ | 1 | 671 | 599 | 48 | 109 |
| 93 Uxbridge | B | ¾ | 1 | 416 | 574 | 19 | 110 |
| 94 Vienna | B | 6½ | 1 | 487 | 316 | ..... | 84 |
| 95 Walkerton | B | 1¼ | ..... | 407 | 579 | 18 | 50 |
| 96 Wardsville | B | 1½ | 1 | 301 | 306 | ..... | 45 |
| 97 Waterdown | S | 3½ | 1 | 260 | 403 | ..... | 58 |
| 98 Waterford | B | 3 | ..... | 501 | 611 | 43 | 94 |
| 99 Watford | B | 2 | 1 | 370 | 635 | ..... | 132 |
| 100 Welland | B | 2 | ..... | 339 | 702 | 42 | 67 |
| 101 Weston | B | ½ | ..... | 342 | 389 | ..... | 92 |
| 102 Whitby | B | 1 | 1 | 716 | 688 | 22 | 100 |
| 103 Wiarton | S | 2 | ..... | 429 | 452 | ..... | 58 |
| 104 Williamstown | B | 3 | ..... | 279 | 451 | ..... | 73 |
| 105 Wingham | B | 3 | ..... | 468 | 683 | 32 | 175 |
| 1 Totals, High Schools | ..... | ..... | 52 | 49,895 | 74,566 | 3,787 | 8,177 |
| 2 Totals, Collegiate Institutes | ..... | ..... | 26 | 47,183 | 62,705 | 4,263 | 6,602 |
| 3 Grand Totals, 1911 | ..... | ..... | 78 | 97,078 | 137,271 | 8,050 | 14,779 |
| 4 Grand Totals, 1910 | ..... | ..... | 74 | 91,601 | 129,696 | † | 14,059 |
| 5 Increases | ..... | ..... | 4 | 5,477 | 7,575 | ..... | 720 |
| 6 Decreases | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 Percentages | ..... | ..... | 52.7 | 19.91 | 28.15 | 1.65 | 3.03 |

† No record.

## HIGH SCHOOLS—Continued

### INFORMATION—Continued

| | Equipment | | | | | | | | Value of Manual Training Department Equipment | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Art Models | Typewriters | Gymnasium (not including equipment) | Equipment of Gymnasium | Museum | Aquarium, Herbarium, etc | Pictures | Total value of General Equipment | Woodwork | Woodturning | Forging | Machine Shop Practice |
| | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| 59 | 59 | 150 | ..... | ..... | ..... | .... | ..... | 1,246 | ..... | ..... | ..... | ..... |
| 60 | 72 | ..... | ..... | ..... | 7 | .... | ..... | 746 | ..... | ..... | ..... | ..... |
| 61 | 60 | ..... | 2,500 | 500 | ..... | .... | 27 | 4,755 | ..... | ..... | ..... | ..... |
| 62 | 55 | 520 | ..... | 73 | ..... | 75 | 22 | 1,984 | ..... | ..... | ..... | ..... |
| 63 | 50 | 212 | ..... | ..... | 100 | .... | 30 | 1,886 | ..... | ..... | ..... | ..... |
| 64 | 53 | 350 | ..... | ..... | ..... | .... | ..... | 1,443 | ..... | ..... | ..... | ..... |
| 65 | 73 | ..... | ..... | ..... | ..... | .... | 90 | 1,571 | ..... | ..... | ..... | ..... |
| 66 | 56 | 180 | ..... | 12 | 25 | 6 | 68 | 1,588 | ..... | ..... | ..... | ..... |
| 67 | 48 | ..... | ..... | ..... | ..... | .... | ..... | 1,209 | ..... | ..... | ..... | ..... |
| 68 | 21 | ..... | ..... | ..... | ..... | .... | ..... | 509 | ..... | ..... | ..... | ..... |
| 69 | 50 | 100 | ..... | 8 | ..... | .... | 10 | 1,322 | ..... | ..... | ..... | ..... |
| 70 | 54 | 180 | ..... | 55 | ..... | .... | ..... | 1,259 | ..... | ..... | ..... | ..... |
| 71 | 53 | 445 | ..... | 39 | ..... | .... | ..... | 2,576 | ..... | ..... | ..... | ..... |
| 72 | 56 | ..... | ..... | 30 | 10 | .... | ..... | 1,260 | ..... | ..... | ..... | ..... |
| 73 | 46 | ..... | 200 | 50 | ..... | .... | 15 | 1,141 | ..... | ..... | ..... | ..... |
| 74 | 50 | 303 | ..... | 50 | ..... | .... | ..... | 1,418 | ..... | ..... | ..... | ..... |
| 75 | 67 | 65 | ..... | ..... | ..... | .... | 16 | 1,035 | ..... | ..... | ..... | ..... |
| 76 | 53 | ..... | ..... | 10 | ..... | .... | ..... | 780 | ..... | ..... | ..... | ..... |
| 77 | 60 | 310 | ..... | 12 | 15 | .... | 65 | 1,974 | 325 | 270 | 212 | 224 |
| 78 | 50 | 100 | ..... | 30 | ..... | .... | 20 | 1,817 | ..... | ..... | ..... | ..... |
| 79 | 85 | 300 | 7,688 | 58 | 8 | .... | ..... | 10,148 | ..... | ..... | ..... | ..... |
| 80 | 50 | ..... | ..... | ..... | ..... | .... | ..... | 889 | ..... | ..... | ..... | ..... |
| 81 | 56 | ..... | ..... | ..... | ..... | 8 | ..... | 843 | ..... | ..... | ..... | ..... |
| 82 | 51 | 195 | ..... | ..... | ..... | .... | 4 | 1,086 | ..... | ..... | ..... | ..... |
| 83 | 64 | ..... | 2,500 | 81 | ..... | 20 | ..... | 4,848 | ..... | ..... | ..... | ..... |
| 84 | 61 | ..... | ..... | 2 | ..... | .... | ..... | 1,121 | ..... | ..... | ..... | ..... |
| 85 | 50 | 180 | ..... | 4 | ..... | .... | ..... | 1,217 | ..... | ..... | ..... | ..... |
| 86 | 76 | 75 | ..... | 35 | ..... | .... | 60 | 1,254 | ..... | ..... | ..... | ..... |
| 87 | 29 | ..... | ..... | ..... | ..... | .... | ..... | 1,036 | ..... | ..... | ..... | ..... |
| 88 | 53 | ..... | ..... | 11 | ..... | .... | 50 | 2,250 | ..... | ..... | ..... | ..... |
| 89 | 106 | 130 | ..... | 9 | ..... | .... | 50 | 5,239 | ..... | ..... | ..... | ..... |
| 90 | 99 | ..... | ..... | 45 | ..... | 6 | 15 | 3,669 | ..... | ..... | ..... | ..... |
| 91 | 1,246 | ..... | ..... | ..... | 30 | .... | ..... | 11.223 | *858 | ..... | ..... | ..... |
| 92 | 68 | 80 | ..... | ..... | ..... | .... | ..... | 1,575 | ..... | ..... | ..... | ..... |
| 93 | 51 | ..... | ..... | ..... | ..... | .... | ..... | 1,170 | ..... | ..... | ..... | ..... |
| 94 | 57 | ..... | ..... | 8 | ..... | .... | 8 | 960 | ..... | ..... | ..... | ..... |
| 95 | 68 | 180 | ..... | 7 | ..... | .... | ..... | 1,309 | ..... | ..... | ..... | ..... |
| 96 | 51 | ..... | ..... | ..... | ..... | .... | ..... | 703 | ..... | ..... | ..... | ..... |
| 97 | 50 | ..... | ..... | ..... | ..... | .... | ..... | 771 | ..... | ..... | ..... | ..... |
| 98 | 53 | ..... | ..... | ..... | ..... | .... | ..... | 1,302 | ..... | ..... | ..... | ..... |
| 99 | 50 | ..... | ..... | 20 | 34 | .... | ..... | 1,241 | ..... | ..... | ..... | ..... |
| 100 | 68 | ..... | ..... | ..... | ..... | .... | 2 | 1,220 | ..... | ..... | ..... | ..... |
| 101 | 52 | ..... | ..... | ..... | ..... | 3 | ..... | 878 | ..... | ..... | ..... | ..... |
| 102 | 51 | 75 | 850 | 73 | ..... | .... | ..... | 2,575 | ..... | ..... | ..... | ..... |
| 103 | 56 | ..... | ..... | ..... | ..... | .... | ..... | 995 | ..... | ..... | ..... | ..... |
| 104 | 50 | ..... | ..... | ..... | ..... | .... | ..... | 853 | ..... | ..... | ..... | ..... |
| 105 | 58 | ..... | ..... | ..... | 15 | 35 | ..... | 1,466 | ..... | ..... | ..... | ..... |
| 1 | 7,093 | 8,391 | 18,742 | 2,897 | 2,198 | 207 | 3,258 | 179,211 | 1,683 | 270 | 212 | 2,241 |
| 2 | 3,015 | 20,510 | 134,538 | 16,049 | 8,454 | 667 | 4,283 | 308,269 | 6,504 | 1,865 | 2,138 | 4,245 |
| 3 | 10,108 | 28,901 | 153,280 | 18,946 | 10,652 | 874 | 7,541 | 487,480 | 8,187 | 2,135 | 2,350 | 6,486 |
| 4 | 9,412 | 27,218 | 126,512 | 13,349 | † | † | † | † | † | † | † | † |
| 5 | 696 | 1,683 | 26,768 | 5,597 | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 | ..... | ..... | ..... | ..... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 | 2.07 | 5.92 | 31.44 | 3.88 | 2.18 | .17 | 1.54 | ..... | ..... | ..... | ..... | ..... |

*Manual Training Department Equipment. † No Record.

## COLLEGIATE INSTITUTES
### III TABLE M—MISCELLANEOUS

| High Schools | Value of Household Science Department Equipment | | | Value of Agricultural Department Equipment | Value of Art Equipment (Middle School) | Total value of Special Equipment as per preceding nine columns |
|---|---|---|---|---|---|---|
| | Cookery, Sanitation and Hygiene | Handwork and Machine Sewing | Laundry Work | | | |
| | $ | $ | $ | $ | $ | $ |
| 59 Oakville | | | | | | |
| 60 Omemee | | | | | | |
| 61 Orangeville | | | | 193 | | 193 |
| 62 Oshawa | | | | | | |
| 63 Paris | | | | | | |
| 64 Parkhill | | | | | | |
| 65 Pembroke | | | | | | |
| 66 Penetanguishene | | | | | | |
| 67 Petrolea | | | | 621 | | 621 |
| 68 Plantagenet | | | | | | |
| 69 Port Dover | | | | | | |
| 70 Port Elgin | | | | | | |
| 71 Port Hope | | | | 508 | | 508 |
| 72 Port Perry | | | | | | |
| 73 Port Rowan | | | | | | |
| 74 Prescott | | | | | | |
| 75 Richmond Hill | | | | | | |
| 76 Rockland | | | | | | |
| 77 Sault Ste. Marie | 884 | 40 | | | | 3,972 |
| 78 Simcoe | | | | 200 | | 200 |
| 79 Smith's Falls | | | | | | |
| 80 Smithville | | | | | | |
| 81 Stirling | | | | 300 | | 300 |
| 82 Streetsville | | | | | | |
| 83 Sudbury | | | | | | |
| 84 Sydenham | | | | | | |
| 85 Thorold | | | | | | |
| 86 Tillsonburg | | | | | | |
| 87 Toronto, Commerce and Finance | | | | | | |
| 88 Toronto, Malvern | | | | | | |
| 89 Toronto, Oakwood | | | | | | |
| 90 Toronto, Riverdale | | | | | | |
| 91 Toronto, Technical | *978 | | | | 1,246 | 3,082 |
| 92 Trenton | | | | | | |
| 93 Uxbridge | | | | | | |
| 94 Vienna | | | | | | |
| 95 Walkerton | | | | | | |
| 96 Wardsville | | | | | | |
| 97 Waterdown | | | | | | |
| 98 Waterford | | | | | | |
| 99 Watford | | | | | | |
| 100 Welland | | | | | | |
| 101 Weston | | | | | | |
| 102 Whitby | | | | 175 | | 1 5 |
| 103 Wiarton | | | | | | |
| 104 Williamstown | | | | | | |
| 105 Wingham | | | | | | |
| 1 Totals, High Schools | 2,351 | 40 | | 2,833 | 1,246 | 10,876 |
| 2 Totals, Collegiate Institutes | 4,722 | 29 | 25 | 927 | 187 | 20,642 |
| 3 Grand Totals, 1911 | 7,073 | 69 | 25 | 3,760 | 1,433 | 31,518 |
| 4 Grand Totals, 1910 | † | † | † | † | † | † |
| 5 Increases | | | | | | |
| 6 Decreases | | | | | | |
| 7 Percentages | | | | | | |

* Household Science Department Equipment †No record

## AND HIGH SCHOOLS—Concluded
### INFORMATION—Concluded

| | Religious and other Exercises | | | | | Destination of Pupils | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Schools using authorized Scripture Readings | Schools opened with Prayer | Schools closed with Prayer | Schools using the Bible | Commencement Exercises | Commerce | Agriculture | Law, Medicine or the Church | Teaching | The Trades | Other occupations | Without occupation |
| 59 | 1 | 1 | ..... | 1 | 1 | 6 | 10 | 1 | 2 | 1 | 11 | 5 |
| 60 | .... | 1 | ..... | ..... | ..... | 3 | 2 | ..... | 2 | ..... | 5 | ..... |
| 61 | .... | 1 | ..... | ..... | 1 | 10 | 13 | 1 | 11 | 3 | 11 | 1 |
| 62 | .... | 1 | ..... | ..... | 1 | 27 | 1 | 3 | 5 | 6 | 4 | 10 |
| 63 | 1 | 1 | 1 | ..... | 1 | 6 | 6 | ..... | 7 | 3 | 8 | 1 |
| 64 | .... | 1 | ..... | 1 | ..... | 8 | 1 | ..... | 5 | ..... | 41 | ..... |
| 65 | .... | 1 | ..... | ..... | 1 | 13 | ..... | 4 | 7 | 7 | 12 | 4 |
| 66 | .... | 1 | ..... | ..... | ..... | 10 | 5 | ..... | 1 | 4 | 6 | 7 |
| 67 | 1 | 1 | ..... | 1 | ..... | 5 | 4 | 1 | 5 | 2 | 21 | 9 |
| 68 | .... | 1 | ..... | ..... | ..... | 7 | 6 | ..... | 7 | ..... | ..... | 1 |
| 69 | 1 | 1 | ..... | ..... | 1 | 4 | 4 | 1 | 2 | 4 | 4 | ..... |
| 70 | .... | 1 | ..... | ..... | ..... | 3 | 11 | 1 | 3 | ..... | 9 | ..... |
| 71 | .... | 1 | ..... | ..... | 1 | 8 | 9 | 2 | 12 | 2 | 3 | 6 |
| 72 | .... | 1 | ..... | ..... | 1 | 7 | 8 | 2 | 2 | 1 | 5 | 11 |
| 73 | 1 | 1 | 1 | ..... | ..... | ..... | 5 | 2 | 2 | 1 | 7 | 2 |
| 74 | .... | 1 | ..... | ..... | 1 | 8 | 2 | ..... | 6 | 6 | 10 | 7 |
| 75 | 1 | 1 | ..... | 1 | 1 | 1 | 2 | 1 | 1 | ..... | 3 | 4 |
| 76 | .... | ..... | ..... | ..... | ..... | 3 | ..... | ..... | 2 | 2 | 2 | 2 |
| 77 | .... | 1 | ..... | ..... | 1 | 23 | ..... | 3 | 13 | 15 | 14 | 5 |
| 78 | 1 | 1 | ..... | 1 | 1 | 13 | 10 | ..... | 15 | 2 | 8 | 6 |
| 79 | .... | 1 | ..... | ..... | ..... | 14 | 5 | ..... | 9 | 6 | 20 | 6 |
| 80 | .... | 1 | 1 | 1 | ..... | 1 | ..... | ..... | 2 | 1 | 11 | ..... |
| 81 | .... | 1 | 1 | 1 | ..... | 10 | 7 | ..... | 12 | ..... | 6 | 2 |
| 82 | 1 | 1 | ..... | ..... | 1 | 2 | 4 | ..... | 6 | ..... | ..... | ..... |
| 83 | .... | 1 | ..... | ..... | 1 | 5 | ..... | 2 | 3 | 2 | ..... | ..... |
| 84 | .... | 1 | ..... | 1 | 1 | 2 | 7 | 3 | 18 | ..... | 3 | 4 |
| 85 | .... | 1 | ..... | ..... | ..... | 9 | ..... | ..... | ..... | 1 | 23 | 6 |
| 86 | .... | 1 | ..... | 1 | ..... | 12 | 10 | ..... | 13 | 11 | 4 | 2 |
| 87 | .... | 1 | ..... | ..... | 1 | 20 | ..... | ..... | ..... | ..... | 5 | ..... |
| 88 | .... | 1 | ..... | 1 | 1 | 8 | 9 | ..... | 1 | 2 | ..... | 16 |
| 89 | 1 | 1 | ..... | 1 | ..... | 29 | 2 | 3 | 10 | 7 | 60 | 21 |
| 90 | .... | 1 | 1 | 1 | 1 | 37 | ..... | 13 | 5 | 1 | 29 | 10 |
| 91 | .... | 1 | ..... | ..... | 1 | 155 | ..... | ..... | ..... | ..... | 120 | 328 |
| 92 | .... | 1 | ..... | 1 | 1 | 6 | ..... | 2 | 13 | 3 | 5 | 2 |
| 93 | 1 | 1 | 1 | ..... | 1 | 9 | 3 | ..... | 7 | ..... | 3 | 6 |
| 94 | .... | 1 | 1 | ..... | 1 | ..... | ..... | ..... | 4 | ..... | ..... | ..... |
| 95 | 1 | ..... | ..... | ..... | ..... | 3 | ..... | ..... | 13 | 2 | 11 | 9 |
| 96 | .... | 1 | ..... | ..... | ..... | 2 | 1 | ..... | 4 | 1 | 2 | 4 |
| 97 | .... | 1 | ..... | ..... | ..... | 1 | ..... | 1 | 1 | ..... | 10 | ..... |
| 98 | .... | 1 | ..... | 1 | ..... | ..... | 6 | ..... | 1 | 2 | 7 | ..... |
| 99 | .... | 1 | ..... | ..... | 1 | 9 | 17 | ..... | 18 | ..... | 2 | 8 |
| 100 | .... | 1 | ..... | ..... | 1 | 17 | 9 | ..... | 3 | 2 | 12 | 7 |
| 101 | .... | 1 | 1 | 1 | ..... | 4 | 7 | ..... | 3 | 2 | 3 | 1 |
| 102 | 1 | 1 | ..... | 1 | 1 | 2 | 2 | 2 | 5 | 5 | 14 | 10 |
| 103 | .... | 1 | ..... | 1 | ..... | 1 | 1 | 1 | ..... | 2 | 1 | 12 |
| 104 | .... | 1 | ..... | ..... | ..... | 6 | 7 | ..... | 9 | ..... | 3 | 7 |
| 105 | .... | 1 | ..... | 1 | ..... | 7 | 5 | ..... | 16 | 1 | 10 | 13 |
| 1 | 29 | 99 | 14 | 37 | 62 | 925 | 545 | 128 | 752 | 235 | 1,011 | 821 |
| 2 | 19 | 43 | 4 | 18 | 31 | 1,250 | 311 | 252 | 737 | 309 | 983 | 836 |
| 3 | 48 | 142 | 18 | 55 | 93 | 2,175 | 856 | 380 | 1,489 | 544 | 1,994 | 1,657 |
| 4 | 48 | 142 | 19 | 50 | 82 | 2,388 | 1,057 | 447 | 1,264 | † | † | † |
| 5 | .... | ..... | ..... | 5 | 11 | ..... | ..... | ..... | 225 | ..... | ..... | ..... |
| 6 | .... | ..... | 1 | ..... | ..... | 213 | 201 | 67 | ..... | ..... | ..... | ..... |
| 7 | 32.43 | 95.94 | 12.16 | 37.16 | 62.83 | 23.91 | 9.41 | 4.17 | 16.37 | 5.98 | 21.92 | 18.21 |

† No record

## TABLE N—PROTESTANT SEPARATE SCHOOLS

| —— | No. 1 Grattan | No. 2 Hagarty | No. 6 Plantagenet, North | No. 1 Tilbury, North | L'Original, Village | Penetanguishene, Town | Totals |
|---|---|---|---|---|---|---|---|
| Number of Schools | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Receipts: | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| Balances from 1910 | 517 61 | 8 23 | 54 40 | 332 72 | 48 07 | 79 39 | 1,040 42 |
| Government grants | 94 66 | 153 18 | 31 11 | 125 00 | 26 00 | 171 70 | 601 65 |
| Municipal grants | 14 66 | 11 78 | 9 91 | 10 00 | ..... | ..... | 46 35 |
| Municipal assessments | 404 80 | 475 00 | 435 00 | 100 00 | 523 50 | 5,150 00 | 7,088 30 |
| Other sources | 6 00 | ..... | 180 00 | ..... | 2 57 | 2,065 50 | 2,254 07 |
| Totals | 1,037 73 | 648 19 | 710 42 | 567 72 | 600 14 | 7,466 59 | 11,030 79 |
| Expenditure: | | | | | | | |
| Teachers' salaries | 427 79 | 400 00 | 288 57 | 345 97 | 293 46 | 2,750 00 | 4,505 79 |
| School sites and buildings | 7 00 | 25 00 | ..... | ..... | ..... | 657 66 | 689 66 |
| Libraries, maps, apparatus, etc. | 12 52 | 3 53 | 1 20 | ..... | ..... | 126 25 | 143 50 |
| Other expenses | 46 60 | 200 00 | 191 90 | 55 62 | 65 81 | 3,897 94 | 4,457 87 |
| Totals | 493 91 | 628 53 | 481 67 | 401 59 | 359 27 | 7,431 85 | 9,796 82 |
| Balances on hand | 543 82 | 19 66 | 228 75 | 166 13 | 240 87 | 34 74 | 1,233 97 |
| Teachers: | | | | | | | |
| Male | ..... | ..... | ..... | ..... | ..... | 1 | 1 |
| Female | 1 | 1 | 1 | 1 | 1 | 4 | 9 |
| Certificates | II | III | Temp. | III | II | 5 II | 7 II; 2 III; 1 Temp. |
| Salaries | $500 | $400 | $350 | $500 | $450 | Male: $850 Female: $494 | 1 male: $850 Av. female: $464 |
| Pupils: | | | | | | | |
| Total number attending | 29 | 67 | 6 | 17 | 19 | 286 | 424 |
| Boys | 15 | 34 | 2 | 8 | 16 | 149 | 224 |
| Girls | 14 | 33 | 4 | 9 | 3 | 137 | 200 |
| Average attendance | 17 | 32 | 4 | 9 | 10 | 188 | 260 |
| No. in Primer | 6 | 21 | 1 | 1 | 6 | 76 | 111 |
| " 1st Book | 5 | 11 | 1 | 1 | ..... | 59 | 77 |
| " 2nd " | 6 | 20 | 1 | 4 | 5 | 53 | 89 |
| " 3rd " | 6 | 7 | 2 | 6 | 5 | 43 | 69 |
| " 4th " | 4 | 8 | 1 | 5 | 3 | 55 | 76 |
| " beyond 4th Book | 2 | ..... | ..... | ..... | ..... | ..... | 2 |
| " in Art | 29 | 67 | 6 | 17 | 18 | 276 | 413 |
| " Geography | 29 | 67 | 5 | 15 | 13 | 276 | 405 |
| " Music | 29 | 67 | ..... | ..... | ..... | 276 | 372 |
| " Literature | 29 | 67 | 3 | 15 | 13 | 276 | 403 |
| " Composition | 29 | 67 | 5 | 15 | 13 | 276 | 405 |
| " Grammar | 6 | 8 | 5 | 11 | 8 | 98 | 136 |
| " English History | 18 | 35 | 3 | 5 | 3 | 151 | 215 |
| " Canadian History | 18 | 35 | 5 | 11 | 8 | 151 | 228 |
| " Physiology & Hygiene | 29 | 67 | 3 | 17 | 8 | 276 | 400 |
| " Nature Study | 29 | 67 | 5 | ..... | 19 | 276 | 396 |
| " Physical Culture | 29 | 67 | 6 | ..... | ..... | 276 | 378 |
| " Bookkeeping | 2 | ..... | ..... | ..... | ..... | ..... | 2 |
| " Arith. & Mensuration | 2 | ..... | ..... | ..... | ..... | ..... | 2 |
| " Algebra | 2 | ..... | ..... | ..... | ..... | ..... | 2 |
| " Geometry | 2 | ..... | ..... | ..... | ..... | ..... | 2 |
| Brick or frame school house | Frame. | Frame. | Frame. | Brick. | Brick. | Brick. | 3 Bk.; 3 Fr. |
| Number of maps | 8 | 5 | 9 | 10 | 16 | 20 | 68 |
| Number of globes | 1 | 1 | 1 | 1 | 1 | 1 | 6 |

## TABLE O—REPORT ON KINDERGARTENS

| Municipality | Number of Kindergartens | Number of Teachers | Head Directors | Assistants | Average Salary, Head Directors | Average Salary, Assistants | Number of Pupils in attendance | Average daily attendance | Charges per year for tuition |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | $ | $ | | | $ c. |
| Cities: | | | | | | | | | |
| Brantford | 5 | 14 | 5 | 9 | 455 | 294 | 730 | 221 | 1 00 |
| Chatham | 3 | 6 | 3 | 3 | 500 | 317 | 299 | 113 | ..... |
| Fort William | 5 | 10 | 5 | 5 | 710 | 300 | 360 | 191 | ..... |
| Guelph | 3 | 4 | 3 | 1 | 483 | 250 | 241 | 79 | ..... |
| Hamilton | 14 | 21 | 14 | 7 | 646 | 350 | 1,786 | 690 | 1 00 |
| Kingston | 5 | 5 | 5 | ..... | 420 | ..... | 267 | 142 | ..... |
| London | 25 | 22 | 20 | 2 | 612 | 225 | 1,481 | 602 | ..... |
| Ottawa | 19 | 39 | 20 | 19 | 592 | 410 | 1,812 | 682 | ..... |
| Peterborough | 5 | 6 | 5 | 1 | 540 | 400 | 398 | 154 | 1 00 |
| Port Arthur | 1 | 2 | 1 | 1 | 700 | 425 | 106 | 37 | ..... |
| St. Catharines | 3 | 3 | 2 | 1 | 502 | 421 | 308 | 104 | ..... |
| St. Thomas | 4 | 6 | 3 | 3 | 525 | 350 | 377 | 142 | ..... |
| Stratford | 3 | 6 | 1 | 5 | 500 | 349 | 422 | 152 | ..... |
| Toronto | 66 | 172 | 66 | 106 | 621 | 427 | 9,727 | 3,154 | ..... |
| Towns: | | | | | | | | | |
| Aylmer | 1 | 2 | 1 | 1 | 425 | 200 | 102 | 41 | 1 00 |
| Barrie | 1 | 1 | 1 | ..... | 450 | ..... | 62 | 20 | ..... |
| Berlin | 7 | 7 | 7 | ..... | 543 | ..... | 293 | 219 | ..... |
| Cobourg | 1 | 2 | 1 | 1 | 450 | 200 | 129 | 46 | ..... |
| Collingwood | 1 | 2 | 1 | 1 | 440 | 250 | 104 | 44 | ..... |
| Dundas | 1 | 1 | 1 | ..... | 500 | ..... | 93 | 44 | ..... |
| Galt | 2 | 3 | 2 | 1 | 600 | 450 | 149 | 89 | ..... |
| Goderich | 1 | 1 | 1 | ..... | 450 | ..... | 92 | 30 | ..... |
| Hespeler | 1 | 1 | 1 | ..... | 450 | ..... | 59 | 43 | ..... |
| Ingersoll | 2 | 2 | 2 | ..... | 375 | ..... | 138 | 39 | 1 00 |
| Listowel | 1 | 1 | 1 | ..... | 325 | ..... | 34 | 8 | 0 50 |
| North Bay | 1 | 2 | 1 | 1 | 550 | 375 | 107 | 29 | ..... |
| Owen Sound | 3 | 5 | 3 | 2 | 450 | 250 | 262 | 150 | ..... |
| Paris | 1 | 1 | 1 | ..... | 375 | ..... | 85 | 34 | 1 00 |
| Picton | 1 | 2 | 1 | 1 | 300 | 150 | 91 | 30 | ..... |
| Preston | 1 | 1 | 1 | ..... | 500 | ..... | 72 | 52 | ..... |
| Simcoe | 1 | 1 | 1 | ..... | 400 | ..... | 93 | 26 | ..... |
| Tillsonburg | 1 | 1 | 1 | ..... | 500 | ..... | 92 | 37 | ..... |
| Walkerville | 1 | 2 | 1 | 1 | 550 | 250 | 75 | 35 | ..... |
| Waterloo | 2 | 2 | 2 | ..... | 500 | ..... | 76 | 63 | ..... |
| Welland | 2 | 2 | 1 | 1 | 700 | 200 | 155 | 49 | ..... |
| Totals, 1911 | 194 | 358 | 185 | 173 | 578 | 393 | 20,677 | 7,591 | ..... |
| Totals, 1910 | 187 | 334 | 178 | 156 | 555 | 382 | 18,943 | 6,846 | ..... |
| Increases | 7 | 24 | 7 | 17 | 23 | 11 | 1,734 | 745 | ..... |

## TABLE P—REPORT ON NIGHT SCHOOLS

### I. Night Public Schools

| Municipality | Number of Schools | Teachers | Pupils enrolled | Average daily attendance |
|---|---|---|---|---|
| Fort William | 2 | 5 | 87 | 30 |
| St. Catharines | 1 | 1 | 38 | 5 |
| Toronto | 18 | 34 | 1,448 | 316 |
| Totals | 21 | 40 | 1,573 | 351 |

### II. Night High Schools

| Municipality | Number of Schools | Teachers | Pupils enrolled | Average daily attendance |
|---|---|---|---|---|
| Hamilton | 1 | 4 | 47 | 10 |
| Sault Ste. Marie | 1 | 3 | 30 | 24 |
| Totals | 2 | 7 | 77 | 34 |

## TABLE Q—REPORT ON TRUANCY

| Cities | Number of children otherwise employed during school hours | Number of cases of truancy reported to the Truant Officers | Number of notices by Truant Officers to parents or guardians | Number of complaints made before Police Magistrates or J.P's | Number of convictions | Number of children reported by Teachers as not attending any school |
|---|---|---|---|---|---|---|
| Belleville | 3 | 50 | 125 | 1 | 1 | ..... |
| Brantford | 9 | 60 | 76 | 13 | 13 | 4 |
| Chatham | 19 | 352 | 31 | 1 | 1 | 13 |
| Fort William | 5 | 29 | 123 | 6 | 4 | 18 |
| Guelph | 17 | 10 | 17 | 1 | 1 | 39 |
| Hamilton | ..... | 200 | 768 | 54 | 30 | 200 |
| Kingston | 1 | 119 | 119 | 7 | 2 | ..... |
| London | 15 | 20 | 75 | 10 | 9 | 25 |
| Niagara Falls | 3 | 6 | 53 | 1 | 1 | 142 |
| Ottawa | 4 | 403 | 66 | ..... | ..... | 13 |
| Peterborough | 2 | 86 | 52 | 6 | ..... | 4 |
| Port Arthur | 3 | ..... | 114 | ..... | ..... | ..... |
| St. Catharines | ..... | 25 | 25 | ..... | ..... | ..... |
| St. Thomas | 1 | 130 | 48 | 7 | 7 | ..... |
| Stratford | ..... | 297 | 297 | 12 | 12 | ..... |
| Toronto | 97 | 7,426 | 181 | 88 | 54 | 60 |
| Windsor | 2 | 100 | 45 | 7 | 6 | 1 |
| Woodstock | ..... | 3 | 12 | 1 | ..... | 22 |

## TABLE Q—REPORT ON TRUANCY—Continued

| Towns | Number of children otherwise employed during school hours | Number of cases of truancy reported to the Truant Officers | Number of notices by Truant Officers to parents or guardians | Number of complaints made before Police Magistrates or J.P's | Number of convictions | Number of children reported by Teachers as not attending any school |
|---|---|---|---|---|---|---|
| Alliston | | | 5 | | | 1 |
| Almonte | | 50 | 50 | | | |
| Arnprior | | | 3 | | | 3 |
| Aurora | | 1 | 1 | | | |
| Barrie | 3 | 12 | 11 | | | 15 |
| Berlin | 3 | 3 | 35 | | | 147 |
| Blenheim | | | 1 | 1 | 1 | 6 |
| Blind River | | | | | | 10 |
| Bothwell | | 1 | 1 | | | |
| Bowmanville | | | 20 | 1 | 1 | 28 |
| Brampton | 1 | 7 | 7 | 1 | 1 | 7 |
| Brockville | | 32 | 32 | | | |
| Campbellford | | | 12 | 1 | | |
| Carleton Place | | | 2 | | | 15 |
| Cobourg | | | 5 | 2 | 2 | 12 |
| Collingwood | | 87 | 87 | 14 | 8 | 65 |
| Copper Cliff | 4 | 60 | 60 | | | |
| Cornwall | | 38 | 38 | 2 | 1 | |
| Deseronto | | | 54 | | | |
| Dresden | | 20 | 20 | | | |
| Dryden | 1 | | 7 | | | 2 |
| Dundas | | 18 | 5 | | | |
| Dunnville | | 12 | 12 | | | |
| Durham | | 3 | 3 | | | |
| Englehart | | 3 | 3 | | | |
| Essex | | 7 | 2 | 1 | | |
| Forest | 1 | 8 | 3 | 1 | | 5 |
| Fort Frances | | 4 | 4 | | | 4 |
| Galt | | 12 | 8 | | 1 | |
| Gananoque | | 22 | 22 | | | |
| Gravenhurst | | 16 | 16 | | | |
| Haileybury | 3 | 14 | 12 | | | |
| Huntsville | | | | | | 6 |
| Ingersoll | | 2 | 2 | | | |
| Keewatin | | | 8 | | | 3 |
| Kenora | | 12 | 12 | | | 12 |
| Kincardine | | 3 | 3 | | | 2 |
| Kingsville | 2 | | 2 | | | 2 |
| Lindsay | | 26 | 26 | 1 | | |
| Listowel | 3 | 2 | 3 | | | 10 |
| Little Current | | | | | | 8 |
| Meaford | 3 | 2 | 3 | | | 3 |
| Midland | 1 | 18 | 18 | | | |
| Milton | | | 1 | | | 2 |
| Mitchell | 1 | 3 | 1 | | | 3 |
| Napanee | | 10 | 10 | | | |
| New Liskeard | 2 | | 12 | 1 | | |
| Newmarket | | 1 | 1 | | | |
| Niagara | | 16 | 5 | | | 10 |
| North Bay | | 6 | 14 | | 8 | 16 |
| North Toronto | | 10 | 10 | | | 8 |
| Oakville | 2 | 11 | 7 | 1 | 1 | 9 |
| Orangeville | | 72 | 72 | 1 | | 5 |
| Orillia | | 60 | | | | 60 |
| Owen Sound | 5 | 30 | 257 | 1 | 1 | |
| Paris | | 13 | 5 | | | 2 |
| Parkhill | | 2 | 2 | | | 2 |

## TABLE Q—REPORT ON TRUANCY—Continued

| Towns—Continued | Number of children otherwise employed during school hours | Number of cases of truancy reported to the Truant Officers | Number of notices by Truant Officers to parents or guardians | Number of complaints made before Police Magistrates or J.P's | Number of convictions | Number of children reported by Teachers as not attending any school |
|---|---|---|---|---|---|---|
| Parry Sound | ..... | ..... | 26 | 1 | ..... | 26 |
| Pembroke | ..... | ..... | 3 | ..... | ..... | ..... |
| Perth | ..... | 12 | 3 | ..... | ..... | ..... |
| Picton | 13 | 51 | 6 | ..... | ..... | ..... |
| Port Hope | ..... | 4 | 4 | ..... | ..... | ..... |
| Prescott | ..... | ..... | ..... | ..... | ..... | 3 |
| Preston | 1 | 2 | 2 | ..... | ..... | 2 |
| Ridgetown | ..... | 1 | ..... | ..... | ..... | 1 |
| St. Mary's | ..... | ..... | ..... | ..... | ..... | 3 |
| Sandwich | ..... | ..... | 6 | ..... | ..... | 12 |
| Sarnia | ..... | 3 | 5 | ..... | ..... | 1 |
| Sault Ste. Marie | 11 | 709 | 709 | 6 | 6 | 9 |
| Seaforth | ..... | 1 | 1 | ..... | ..... | ..... |
| Simcoe | ..... | 15 | 6 | 2 | 4 | 1 |
| Southampton | ..... | 20 | 5 | ..... | ..... | ..... |
| Steelton | 2 | 138 | 138 | ..... | ..... | 3 |
| Strathroy | 1 | 1 | 1 | ..... | ..... | ..... |
| Sturgeon Falls | ..... | ..... | ..... | ..... | ..... | 2 |
| Thorold | ..... | 1 | 5 | ..... | ..... | 3 |
| Vankleek Hill | 13 | 18 | 28 | ..... | ..... | ..... |
| Walkerton | ..... | 2 | ..... | ..... | ..... | ..... |
| Walkerville | ..... | 4 | 4 | ..... | ..... | ..... |
| Wallaceburg | 2 | 21 | 7 | 3 | 3 | 21 |
| Waterloo | ..... | 12 | 47 | ..... | ..... | ..... |
| Welland | 2 | ..... | 67 | ..... | ..... | 234 |
| Wiarton | ..... | 20 | 63 | 1 | 1 | 16 |
| Wingham | ..... | 5 | 5 | ..... | ..... | ..... |
| **Villages** | | | | | | |
| Acton | ..... | 2 | 3 | ..... | ..... | 3 |
| Athens | ..... | 1 | 1 | ..... | ..... | ..... |
| Bath | ..... | ..... | ..... | ..... | ..... | 2 |
| Bayfield | 4 | ..... | 14 | ..... | ..... | ..... |
| Bolton | ..... | 2 | 5 | ..... | ..... | ..... |
| Bridgeburg | ..... | 3 | 3 | ..... | ..... | ..... |
| Brighton | ..... | ..... | ..... | ..... | ..... | 7 |
| Burk's Falls | ..... | 5 | 2 | ..... | ..... | ..... |
| Caledonia | ..... | 9 | 12 | ..... | ..... | 7 |
| Cobden | ..... | 12 | 8 | ..... | ..... | ..... |
| Coldwater | 2 | 6 | 18 | ..... | ..... | ..... |
| Creemore | ..... | 2 | 2 | ..... | ..... | 2 |
| Delhi | ..... | 6 | 6 | ..... | ..... | ..... |
| Elmira | ..... | 3 | 3 | ..... | ..... | 3 |
| Elora | ..... | ..... | 2 | ..... | ..... | ..... |
| Embro | ..... | 15 | 15 | ..... | ..... | ..... |
| Exeter | ..... | 1 | 1 | 1 | ..... | 1 |
| Fergus | 1 | 2 | ..... | ..... | ..... | ..... |
| Fort Erie | ..... | 9 | 9 | ..... | ..... | ..... |
| Georgetown | ..... | 20 | ..... | ..... | ..... | ..... |
| Glencoe | ..... | 4 | ..... | ..... | ..... | 4 |
| Grand Valley | 1 | 1 | ..... | ..... | ..... | 1 |
| Holland Landing | ..... | ..... | 2 | ..... | ..... | ..... |
| Madoc | ..... | 1 | 1 | ..... | ..... | ..... |
| Millbrook | ..... | 5 | 2 | ..... | ..... | ..... |
| Milverton | 1 | 1 | 1 | ..... | ..... | 1 |
| Mimico | ..... | 5 | 5 | ..... | ..... | 5 |

## TABLE Q—REPORT ON TRUANCY—Concluded

| Villages—Concluded | Number of children otherwise employed during school hours | Number of cases of truancy reported to the Truant Officers | Number of notices by Truant Officers to parents or guardians | Number of complaints made before Police Magistrates or J.P's | Number of convictions | Number of children reported by Teachers as not attending any school |
|---|---|---|---|---|---|---|
| Morrisburg | ..... | ..... | ..... | ..... | ..... | 8 |
| Newbury | ..... | ..... | 2 | ..... | ..... | 2 |
| New Hamburg | ..... | 10 | 10 | ..... | ..... | 10 |
| Norwood | ..... | 2 | 7 | 1 | ..... | 7 |
| Oil Springs | ..... | 6 | 8 | ..... | ..... | ..... |
| Omemee | ..... | ..... | 4 | ..... | ..... | ..... |
| Point Edward | 2 | 2 | 4 | ..... | ..... | 6 |
| Port Carling | ..... | ..... | 2 | ..... | ..... | 1 |
| Port Colborne | ..... | ..... | 40 | ..... | ..... | 40 |
| Port Dover | ..... | ..... | ..... | ..... | ..... | 20 |
| Springfield | 1 | ..... | 1 | ..... | ..... | 1 |
| Sutton West | ..... | 10 | 12 | ..... | ..... | ..... |
| Tavistock | 3 | 3 | 6 | ..... | ..... | 3 |
| Thedford | ..... | 5 | 5 | ..... | ..... | ..... |
| Tweed | ..... | ..... | 1 | ..... | ..... | 1 |
| Wardsville | ..... | ..... | ..... | ..... | ..... | 2 |
| Waterford | ..... | 18 | 43 | 1 | 1 | ..... |
| West Lorne | ..... | 3 | 3 | ..... | ..... | 3 |
| Weston | ..... | ..... | 3 | ..... | ..... | 3 |
| Winchester | ..... | ..... | 5 | ..... | ..... | 4 |
| Woodville | ..... | ..... | 2 | ..... | ..... | 4 |
| Townships | | | | | | |
| Brantford | 25 | 49 | 49 | ..... | ..... | ..... |
| Burford | 4 | 21 | 5 | ..... | ..... | ..... |
| Morrison | ..... | ..... | 40 | ..... | ..... | 34 |
| Oakland | 2 | 7 | 7 | ..... | ..... | ..... |
| York, S.S. No. 25 | 7 | 57 | 21 | ..... | ..... | 4 |
| Totals | 314 | 11,393 | 4,778 | 260 | 181 | 1,550 |

NOTE.—In addition to the above, 71 urban municipalities reported no truants, while 65 did not report at all.

TABLE R—GENERAL

**A General Statistical Abstract, exhibiting the comparative state and progress of Schools (including Collegiate Institutes), also Normal and Normal Model Schools,**

| No. | Subjects compared | 1867 | 1872 | 1877 | 1882 |
|---|---|---|---|---|---|
| 1 | Population | ..... | 1,620,851 | ..... | 1,926,922 |
| 2 | School population between the ages of five and sixteen years, up to 1882 (five to twenty-one subsequently) | 447,726 | 495,756 | 494,804 | 483,817 |
| 3 | High Schools (including Collegiate Institutes). | 102 | 104 | 104 | 104 |
| 4 | Continuation Schools | ..... | ..... | ..... | ..... |
| 5 | *Normal College and Normal and Normal Model Schools | 3 | 3 | 4 | 6 |
| 6 | Public Schools in operation | 4,261 | 4,490 | 4,955 | 5,013 |
| 7 | Roman Catholic Separate Schools | 161 | 171 | 185 | 190 |
| 8 | Grand total of above schools in operation | 4,527 | 4,768 | 5,248 | 5,313 |
| 9 | Pupils attending High Schools (including Collegiate Institutes and Night High Schools). | 5,696 | 7,968 | 9,229 | 12,348 |
| 10 | Pupils attending Continuation Schools | ..... | ..... | ..... | ..... |
| 11 | Students and pupils attending *Normal College, Normal and Normal Model Schools | 800 | 800 | 900 | 1,059 |
| 12 | Pupils attending Public Schools (including Kindergarten and Night Public Schools) | 382,719 | 433,256 | 465,908 | 445,364 |
| 13 | Pupils attending Roman Catholic Separate Schools | 18,924 | 21,406 | 24,952 | 26,148 |
| 14 | Grand total of students and pupils attending High, Continuation, Public, and Separate Schools, *Normal College, Normal and Normal Model Schools | 408,139 | 463,430 | 500,989 | 484,919 |
| 15 | Amount paid for the salaries of Public and Separate School teachers | $1,093,517 | 1,371,594 | 2,038,099 | 2,144,449 |
| 16 | Amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc. | $379,672 | 835,770 | 1,035,390 | 882,526 |
| 17 | Total amount paid for Public and Separate School purposes | $1.473,189 | 2,207,364 | 3,073,489 | 3,026,975 |
| 18 | Amount paid for Continuation School teachers' salaries | ..... | ..... | ..... | ..... |
| 19 | Total amount paid for Continuation School purposes | ..... | ..... | ..... | ..... |
| 20 | Amount paid for High School (and Collegiate Institute) teachers' salaries | $94,820 | 141,812 | 211,607 | 253,864 |
| 21 | Amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc. | $29,361 | 68,193 | 132,103 | 89,856 |
| 22 | Total amount paid for High School and Collegiate Institute purposes | $124,181 | 210,005 | 343,710 | 343,720 |
| 23 | Grand total paid for educational purposes as above | $1,597,370 | 2,417,369 | 3,417,199 | 3,370,695 |
| 24 | Total Public and Separate School Teachers | 4,890 | 5,476 | 6,468 | 6,857 |
| 25 | Male Teachers in Public and Separate Schools | 2,849 | 2,626 | 3,020 | 3,062 |
| 26 | Female Teachers in Public and Separate Schools | 2,041 | 2,850 | 3,448 | 3,795 |
| 27 | Continuation School Teachers | ..... | ..... | ..... | ..... |
| 28 | High School and Collegiate Institute Teachers. | 159 | 239 | 280 | 332 |
| 29 | Number of all teachers, as specified above | 5,049 | 5,715 | 6,748 | 7,189 |

* Normal College was closed in June, 1907, the training of teachers of the higher grades and at Queen's University, Kingston. † Included in Public and Separate

## STATISTICAL ABSTRACT

**Education in Ontario, as connected with Public, Separate, Continuation and High from the year 1867 to 1911, compiled from Returns to the Department of Education**

| No. | 1887 | 1892 | 1897 | 1902 | 1907 | 1910 | 1911 |
|---|---|---|---|---|---|---|---|
| 1 | ..... | 2,114,321 | ..... | 2,167,938 | ..... | ..... | 2,523,358 |
| 2 | 611,212 | 595,238 | 590,055 | 584,512 | 590,285 | 599,541 | 604,555 |
| 3 | 112 | 128 | 130 | 134 | 143 | 145 | 148 |
| 4 | ..... | ..... | 44 | 65 | 107 | 138 | 129 |
| 5 | 6 | 6 | 7 | 8 | 7 | 9 | 9 |
| 6 | 5,277 | 5,577 | 5,574 | 5,671 | 5,819 | 5,924 | 5,921 |
| 7 | 229 | 312 | 340 | 391 | 449 | 484 | 495 |
| 8 | 5,624 | 6,023 | 6,095 | 6,269 | 6,525 | 6,700 | 6,702 |
| 9 | 17,459 | 22,837 | 24,390 | 24,472 | 30,331 | 32,612 | 32,304 |
| 10 | ..... | ..... | †1,618 | †2,190 | †4,744 | †5,917 | 5,753 |
| 11 | 1,204 | 1,270 | 1,492 | 1,709 | 1,407 | 2,218 | 1,980 |
| 12 | 462,839 | 448,204 | 441,157 | 420,094 | 413,510 | 422,470 | 422,802 |
| 13 | 30,373 | 37,466 | 41,620 | 45,964 | 51,502 | 57,263 | 59,396 |
| 14 | 511,875 | 509,777 | 508,659 | 492,239 | 496,750 | 514,563 | 522,235 |
| 15 | 2,458,540 | 2,752,629 | 2,886,061 | 3,198,132 | 4,389,524 | 5,310,039 | 5,610,213 |
| 16 | 1,283,564 | 1,301,289 | 1,329,609 | 1,627,028 | 3,166,655 | 4,033,163 | 4,294,071 |
| 17 | 3,742,104 | 4,053,918 | 4,215,670 | 4,825,160 | 7,556,179 | 9,343,202 | 9,904,284 |
| 18 | ..... | ..... | Inc.withNo15 | Inc.withNo15 | Inc.withNo15 | Inc.withNo15 | 177,057 |
| 19 | ..... | ..... | Inc.withNo17 | Inc.withNo17 | Inc.withNo17 | Inc.withNo17 | 252,080 |
| 20 | 327,452 | 472,029 | 532,837 | 547,402 | 783,782 | 1,043,585 | 1,141,124 |
| 21 | 168,160 | 224,085 | 183,139 | 222,278 | 429,915 | 592,581 | 806,934 |
| 22 | 495,612 | 696,114 | 715,976 | 769,680 | 1,213,697 | 1,636,166 | 1,948,058 |
| 23 | 4,237,716 | 4,750,032 | 4,931,646 | 5,594,840 | 8,769,876 | 10,979,368 | 12,104,422 |
| 24 | 7,594 | 8,480 | 9,128 | 9,631 | 10,200 | 10,852 | 10,900 |
| 25 | 2,718 | 2,770 | 2,784 | 2,311 | 1,813 | 1,696 | 1,499 |
| 26 | 4,876 | 5,710 | 6,344 | 7,320 | 8,387 | 9,156 | 9,401 |
| 27 | ..... | ..... | ‡44 | ‡86 | ‡140 | ‡215 | 218 |
| 28 | 398 | 522 | 579 | 593 | 750 | 853 | 898 |
| 29 | 7,992 | 9,002 | 9,707 | 10,224 | 10,950 | 11,705 | 12,016 |

being carried on thereafter by the Faculties of Education at the University of Toronto School attendances. ‡ Included with Public and Separate School teachers.

## APPEN=

### TEACHERS'

### FINANCIAL

| Name of Institute | Number of Members | Receipts | | |
|---|---|---|---|---|
| | | Government Grant | Municipal Grant | Members' Fees |
| | | $ c. | $ c. | $ c. |
| 1 Algoma, East | 39 | 50 00 | ..... | ..... |
| 2 Algoma, West | 82 | 50 00 | ..... | 41 00 |
| 3 Brant | 97 | 25 00 | 25 00 | ..... |
| 4 Bruce, East | 117 | 25 00 | 25 00 | ..... |
| 5 Bruce, West | 108 | 25 00 | 25 00 | 4 50 |
| 6 Carleton, East | 54 | 25 00 | 25 00 | 27 00 |
| 7 Carleton, West, and Lanark, East | 91 | 25 00 | ..... | ..... |
| 8 Dufferin | 123 | 25 00 | 25 00 | ..... |
| 9 Dundas | 73 | 25 00 | 25 00 | 36 50 |
| 10 Elgin, East | 110 | 25 00 | 25 00 | ..... |
| 11 Elgin, West | 89 | 50 00 | ..... | 15 50 |
| 12 Essex, North | 70 | 25 00 | 50 00 | ..... |
| 13 Essex, South | 121 | 25 00 | 50 00 | 23 25 |
| 14 Frontenac | 100 | 25 00 | 25 00 | 19 75 |
| 15 Glengarry | 89 | 25 00 | 50 00 | 15 75 |
| 16 Grenville | 100 | 25 00 | 25 00 | ..... |
| 17 Grey, East | 37 | 25 00 | 25 00 | 9 25 |
| 18 Grey, South | 58 | 25 00 | 25 00 | 14 50 |
| 19 Grey, West | 114 | 25 00 | 25 00 | 23 75 |
| 20 Haliburton | 55 | 25 00 | 25 00 | ..... |
| 21 Haldimand | 124 | 25 00 | 25 00 | ..... |
| 22 Halton | 99 | 25 00 | 25 00 | ..... |
| 23 Hastings, Centre | 96 | 25 00 | 25 00 | ..... |
| 24 Hastings, North | 51 | 25 00 | 50 00 | ..... |
| 25 Hastings, South and Belleville | 115 | 25 00 | 25 00 | ..... |
| 26 Huron, East | 140 | 25 00 | 25 00 | ..... |
| 27 Huron, West | 72 | 25 00 | 25 00 | 10 70 |
| 28 Kenora | 47 | 100 00 | ..... | ..... |
| 29 Kent, East | 102 | 25 00 | 25 00 | 25 50 |
| 30 Kent, West and Chatham | 121 | 25 00 | 25 00 | ..... |
| 31 Lambton, East | 96 | 25 00 | 25 00 | 24 00 |
| 32 Lambton, West | 125 | 25 00 | 25 00 | ..... |
| 33 Lanark, West and Smith's Falls | 111 | 25 00 | 25 00 | 23 75 |
| 34 Leeds, East and Brockville | 68 | 25 00 | 25 00 | 17 00 |
| 35 Leeds, West | 102 | 25 00 | 25 00 | 15 75 |
| 36 Lennox and Addington | 119 | 25 00 | 50 00 | ..... |
| 37 Lincoln | 111 | 25 00 | 50 00 | ..... |
| 38 Manitoulin, East | 23 | 50 00 | ..... | ..... |
| 39 Manitoulin, West | 28 | 50 00 | ..... | ..... |
| 40 Middlesex, East | 109 | 25 00 | 40 00 | 27 25 |
| 41 Middlesex, West | 106 | 25 00 | 100 00 | 50 00 |
| 42 Muskoka | 125 | ..... | ..... | ..... |
| 43 Nipissing (North Bay) | 53 | ..... | ..... | 43 75 |
| 44 Nipissing (Timiskaming) | 65 | 50 00 | ..... | 32 50 |
| 45 Norfolk | 141 | 25 00 | 25 00 | ..... |
| 46 Northumberland and Durham No. 1 | 150 | 25 00 | 50 00 | ..... |
| 47 Northumberland and Durham No. 2 | 90 | 25 00 | ..... | ..... |
| 48 Northumberland and Durham No. 3 | 91 | 25 00 | 50 00 | 17 50 |
| 49 Ontario, North | 91 | 25 00 | ..... | 17 25 |

# DIX B

## INSTITUTES

### STATEMENT

| | Receipts—Continued | | Expenditure | | | | |
|---|---|---|---|---|---|---|---|
| | Balances and other sources | Total Receipts | Printing, Postage, etc. | Libraries, Educational Journals, etc. | Miscellaneous | Total Expenditure | Balances |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | 12 35 | 62 35 | 9 20 | ..... | 30 45 | 39 65 | 22 70 |
| 2 | 93 50 | 184 50 | 17 90 | ..... | 21 45 | 39 35 | 145 15 |
| 3 | 150 36 | 200 36 | 7 50 | 20 10 | 89 91 | 117 51 | 82 85 |
| 4 | 236 60 | 286 60 | 7 46 | 1 00 | 33 08 | 41 54 | 245 06 |
| 5 | 149 09 | 203 59 | 8 90 | ..... | 27 50 | 36 40 | 167 19 |
| 6 | 21 51 | 98 51 | 8 70 | ..... | 46 70 | 55 40 | 43 11 |
| 7 | 107 77 | 132 77 | 14 41 | 27 70 | 50 55 | 92 66 | 40 11 |
| 8 | 26 05 | 76 05 | 5 25 | 80 | 42 95 | 49 00 | 27 05 |
| 9 | 250 57 | 337 07 | 8 80 | ..... | 145 97 | 154 77 | 182 30 |
| 10 | 222 90 | 272 90 | 9 90 | ..... | 19 00 | 28 90 | 244 00 |
| 11 | 11 02 | 76 52 | 4 58 | ..... | 27 65 | 32 23 | 44 29 |
| 12 | 175 46 | 250 46 | 5 92 | ..... | 74 50 | 80 42 | 170 04 |
| 13 | 80 43 | 178 68 | 63 62 | ..... | 33 50 | 97 12 | 81 56 |
| 14 | 6 49 | 76 24 | 3 15 | 2 60 | 30 00 | 35 75 | 40 49 |
| 15 | 21 63 | 112 38 | 32 59 | ..... | 20 30 | 52 89 | 59 49 |
| 16 | 96 85 | 146 85 | 5 68 | ..... | 38 60 | 44 28 | 102 57 |
| 17 | 114 29 | 173 54 | 2 00 | 12 00 | 25 00 | 39 00 | 134 54 |
| 18 | 266 11 | 330 61 | 10 55 | 40 75 | 79 45 | 130 75 | 199 86 |
| 19 | 87 84 | 161 59 | 10 15 | ..... | 63 75 | 73 90 | 87 69 |
| 20 | 77 55 | 127 55 | 4 20 | ..... | 8 15 | 12 35 | 115 20 |
| 21 | 322 43 | 372 43 | 5 50 | ..... | 39 05 | 44 55 | 327 88 |
| 22 | 97 91 | 147 91 | 6 20 | 52 00 | 15 20 | 73 40 | 74 51 |
| 23 | 119 00 | 169 00 | 19 10 | ..... | 25 90 | 45 00 | 124 00 |
| 24 | 50 00 | 125 00 | 6 69 | ..... | 10 76 | 17 45 | 107 55 |
| 25 | 160 33 | 210 33 | 4 39 | ..... | 32 50 | 36 89 | 173 44 |
| 26 | 76 63 | 126 63 | 6 75 | ..... | 57 35 | 64 10 | 62 53 |
| 27 | 133 48 | 194 18 | 30 50 | 8 10 | 51 35 | 89 95 | 104 23 |
| 28 | 38 72 | 138 72 | 5 60 | ..... | 26 10 | 31 70 | 107 02 |
| 29 | 154 61 | 230 11 | 16 20 | ..... | 132 90 | 149 10 | 81 01 |
| 30 | 175 80 | 225 80 | 8 20 | ..... | 32 70 | 40 90 | 184 90 |
| 31 | 22 24 | 96 24 | 36 75 | ..... | 43 15 | 79 90 | 16 34 |
| 32 | 85 00 | 135 00 | 5 65 | ..... | 66 60 | 72 25 | 62 75 |
| 33 | 110 37 | 184 12 | 7 15 | 43 35 | 66 25 | 116 75 | 67 37 |
| 34 | 64 71 | 131 71 | 5 75 | 19 55 | 41 50 | 66 80 | 64 91 |
| 35 | 133 09 | 198 84 | 8 95 | 16 25 | 26 95 | 52 15 | 146 69 |
| 36 | 21 05 | 96 05 | 9 64 | ..... | 49 15 | 58 79 | 37 26 |
| 37 | 66 54 | 141 54 | 8 00 | ..... | 65 08 | 73 08 | 68 46 |
| 38 | 40 00 | 90 00 | 5 72 | ..... | 24 13 | 29 85 | 60 15 |
| 39 | 16 00 | 66 00 | 7 60 | ..... | 58 40 | 66 00 | ..... |
| 40 | 24 72 | 116 97 | 45 90 | ..... | 39 70 | 85 60 | 31 37 |
| 41 | 97 72 | 272 72 | 31 91 | 5 00 | 132 50 | 169 41 | 103 31 |
| 42 | 133 61 | 133 61 | 5 35 | ..... | 41 75 | 47 10 | 86 51 |
| 43 | ..... | 43 75 | ..... | ..... | 17 00 | 17 00 | 26 75 |
| 44 | 51 38 | 133 88 | 8 67 | ..... | 64 10 | 72 77 | 61 11 |
| 45 | 82 41 | 132 41 | 5 00 | 3 25 | 46 50 | 54 75 | 77 66 |
| 46 | 34 23 | 109 23 | 65 | ..... | 50 59 | 51 24 | 57 99 |
| 47 | 49 24 | 74 24 | ..... | ..... | 33 81 | 33 81 | 40 43 |
| 48 | 71 28 | 163 78 | 9 98 | ..... | 51 05 | 61 03 | 102 75 |
| 49 | 50 11 | 92 36 | 4 60 | ..... | 60 40 | 65 00 | 27 36 |

TEACHERS'

FINANCIAL

| Name of Institute—Continued | Number of Members. | Receipts | | |
|---|---|---|---|---|
| | | Government Grant | Municipal Grant | Members' Fees |
| | | $ c. | $ c. | $ c. |
| 50 Ontario, South | 93 | 25 00 | 25 00 | ..... |
| 51 Oxford | 58 | 25 00 | 25 00 | 14 50 |
| 52 Parry Sound, West | 28 | 50 00 | ..... | 7 00 |
| 53 Peel | 99 | 25 00 | 25 00 | ..... |
| 54 Perth and Stratford | 144 | 25 00 | 25 00 | 72 00 |
| 55 Peterborough | 115 | 25 00 | 25 00 | ..... |
| 56 Prescott and Russell | 111 | 25 00 | 25 00 | ..... |
| 57 Prince Edward | 95 | 25 00 | 25 00 | ..... |
| 58 Rainy River | 48 | 50 00 | ..... | ..... |
| 59 Renfrew, North | 118 | 25 00 | 25 00 | ..... |
| 60 Renfrew, South | 140 | 25 00 | 25 00 | ..... |
| 61 Simcoe, East | 110 | 25 00 | 25 00 | ..... |
| 62 Simcoe, North | 115 | 25 00 | 25 00 | 20 00 |
| 63 Simcoe, South West | 39 | 25 00 | 25 00 | 9 75 |
| 64 Stormont | 97 | 25 00 | 25 00 | 6 25 |
| 65 Sudbury | 49 | 50 00 | ..... | ..... |
| 66 Thunder Bay | 120 | 50 00 | ..... | ..... |
| 67 Victoria, West | 87 | 50 00 | 50 00 | ..... |
| 68 Waterloo | 158 | 25 00 | 25 00 | 73 75 |
| 69 Welland | 132 | 25 00 | 25 00 | ..... |
| 70 Wellington, North | 85 | 25 00 | 25 00 | 21 25 |
| 71 Wellington, South | 96 | 25 00 | 25 00 | ..... |
| 72 Wentworth | 96 | 50 00 | 50 00 | 24 00 |
| 73 York, North | 62 | 50 00 | 50 00 | 15 75 |
| 74 York, South | 109 | 25 00 | 50 00 | 27 25 |
| 75 Ontario Educational Association | 970 | 1,000 00 | ..... | 484 25 |
| Cities | | | | |
| 76 Brantford | 77 | 25 00 | 25 00 | ..... |
| 77 Guelph | 45 | 25 00 | 25 00 | ..... |
| 78 Hamilton | 230 | 25 00 | 25 00 | 115 00 |
| 79 Kingston | 61 | 25 00 | 25 00 | 14 00 |
| 80 London | 177 | 25 00 | 25 00 | 69 50 |
| 81 Ottawa | 300 | 25 00 | 50 00 | 64 00 |
| 82 Peterborough | 63 | 25 00 | 25 00 | 31 50 |
| 83 St. Catharines | 32 | 25 00 | 25 00 | ..... |
| 84 Stratford | 55 | 25 00 | 55 00 | 55 00 |
| 85 Toronto | 843 | 25 00 | 25 00 | 421 50 |
| 86 Windsor and Walkerville | 66 | 25 00 | 25 00 | 17 75 |
| Totals, 1911 | 9,821 | 3,475 00 | 2,170 00 | 2,099 70 |
| Totals, 1910 | 9,768 | 4,100 00 | 1,714 90 | 2,051 71 |
| Increases | 53 | ..... | 455 10 | 47 99 |
| Decreases | ..... | 625 00 | ..... | ..... |

## INSTITUTES—Concluded

### STATEMENT—Concluded

| | Receipts—Continued | | Expenditure | | | | |
|---|---|---|---|---|---|---|---|
| | Balances and other sources | Total Receipts | Printing, Postage, etc. | Libraries, Educational Journals, etc. | Miscellaneous | Total Expenditure | Balances |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 50 | 174 61 | 224 61 | 10 63 | ..... | 56 85 | 67 48 | 157 13 |
| 51 | 79 46 | 143 96 | 9 15 | 18 00 | 59 66 | 86 81 | 57 15 |
| 52 | 18 18 | 75 18 | 5 19 | 16 00 | 5 10 | 26 29 | 48 89 |
| 53 | 63 40 | 113 40 | 7 03 | ..... | 20 45 | 27 48 | 85 92 |
| 54 | 71 41 | 193 41 | 14 78 | ..... | 83 34 | 98 12 | 95 29 |
| 55 | 56 94 | 106 94 | 7 25 | ..... | 44 40 | 51 65 | 55 29 |
| 56 | 30 08 | 80 08 | 17 00 | ..... | 30 80 | 47 80 | 32 28 |
| 57 | 117 01 | 167 01 | 8 11 | ..... | 63 50 | 71 61 | 95 40 |
| 58 | 122 86 | 172 86 | ..... | ..... | 28 00 | 28 00 | 144 86 |
| 59 | 45 20 | 95 20 | 8 25 | ..... | 12 25 | 20 50 | 74 70 |
| 60 | 14 | 50 14 | 5 61 | ..... | 43 25 | 48 86 | 1 28 |
| 61 | 49 45 | 99 45 | 7 70 | ..... | 58 15 | 65 85 | 33 60 |
| 62 | 110 58 | 180 58 | 23 75 | ..... | 45 25 | 69 00 | 111 58 |
| 63 | 37 65 | 97 40 | 8 00 | 32 50 | 44 00 | 84 50 | 12 90 |
| 64 | 106 76 | 163 01 | 8 45 | ..... | 60 54 | 68 99 | 94 02 |
| 65 | 50 40 | 100 40 | 5 25 | ..... | 15 50 | 20 75 | 79 65 |
| 66 | 161 20 | 211 20 | 18 50 | ..... | 80 55 | 99 05 | 112 15 |
| 67 | 160 67 | 260 67 | 5 54 | 13 75 | 3 35 | 22 64 | 238 03 |
| 68 | 224 70 | 348 45 | 31 71 | ..... | 131 00 | 162 71 | 185 74 |
| 69 | 171 42 | 221 42 | 13 23 | ..... | 79 15 | 92 38 | 129 04 |
| 70 | 126 17 | 197 42 | 9 25 | 55 15 | 33 75 | 98 15 | 99 27 |
| 71 | 51 35 | 101 35 | 7 62 | ..... | 21 00 | 28 62 | 72 73 |
| 72 | 35 22 | 159 22 | 9 30 | ..... | 62 55 | 71 85 | 87 37 |
| 73 | 124 65 | 240 40 | 27 83 | 20 95 | 20 90 | 69 68 | 170 72 |
| 74 | 77 78 | 180 03 | 26 03 | ..... | 8 50 | 34 53 | 145 50 |
| 75 | 2,087 21 | 3,571 46 | 1,291 03 | ..... | 1,564 57 | 2,855 60 | 715 86 |
| 76 | 114 38 | 164 38 | 6 63 | 28 50 | 72 40 | 107 53 | 56 85 |
| 77 | 43 16 | 93 16 | 71 | 57 73 | 15 40 | 73 84 | 19 32 |
| 78 | 28 33 | 193 33 | 9 85 | ..... | 89 70 | 99 55 | 93 78 |
| 79 | 31 08 | 95 08 | 7 68 | 24 34 | 37 75 | 69 77 | 25 31 |
| 80 | 115 87 | 235 37 | 7 60 | 96 | 121 00 | 129 56 | 105 81 |
| 81 | 436 84 | 575 84 | 27 65 | 7 60 | 136 00 | 171 25 | 404 59 |
| 82 | 173 22 | 254 72 | 6 75 | 35 50 | 21 00 | 63 25 | 191 47 |
| 83 | 82 00 | 132 00 | 13 | 48 25 | ..... | 48 38 | 83 62 |
| 84 | 41 86 | 176 86 | 1 54 | 81 15 | 18 50 | 101 19 | 75 67 |
| 85 | 2,521 12 | 2,992 62 | 67 76 | 143 85 | 677 60 | 889 21 | 2,103 41 |
| 86 | 54 96 | 122 71 | 5 31 | ..... | 49 20 | 54 51 | 68 20 |
| | 12,688 30 | 20,433 00 | 2,284 66 | 836 68 | 6,225 79 | 9,347 13 | 11,085 87 |
| | 11,127 06 | 18,993 67 | 2,281 07 | 914 32 | 5,414 93 | 8,610 32 | 10,383 35 |
| | 1,561 24 | 1,439 33 | 3 59 | ..... | 810 86 | 736 81 | 702 52 |
| | ..... | ..... | ..... | 77 64 | ..... | ..... | ..... |

# APPENDIX C

## ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS

### JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1912

| Collegiate Institutes | Examined | Passed |
|---|---|---|
| Barrie | 88 | 62 |
| Berlin | 186 | 138 |
| Brantford | 195 | 132 |
| Brockville | 124 | 94 |
| Chatham | 170 | 100 |
| Clinton | 70 | 49 |
| Cobourg | 99 | 61 |
| Collingwood | 109 | 79 |
| Fort William | 117 | 75 |
| Galt | 176 | 144 |
| Goderich | 76 | 49 |
| Guelph | 123 | 103 |
| Hamilton | 579 | 410 |
| Ingersoll | 84 | 51 |
| Kingston | 183 | 143 |
| Lindsay | 106 | 88 |
| London | 347 | 311 |
| Morrisburg | 62 | 28 |
| Napanee | 120 | 54 |
| Niagara Falls | 91 | 69 |
| Orillia | 103 | 57 |
| Ottawa | 658 | 447 |
| Owen Sound | 232 | 172 |
| Perth | 112 | 65 |
| Peterborough | 192 | 133 |
| Picton | 115 | 70 |
| Port Arthur | 73 | 43 |
| Renfrew | 97 | 50 |
| Ridgetown | 70 | 50 |
| St. Catharines | 91 | 70 |
| St. Mary's | 103 | 75 |
| St. Thomas | 163 | 122 |
| Sarnia | 149 | 108 |
| Seaforth | 91 | 59 |
| Stratford | 181 | 138 |
| Strathroy | 134 | 79 |
| Toronto, Harbord | 381 | 306 |
| Toronto, Parkdale | 286 | 207 |
| Toronto, Jarvis | 289 | 185 |
| Toronto, Humberside | 132 | 104 |
| Vankleek Hill | 72 | 33 |
| Windsor | 170 | 142 |
| Woodstock | 152 | 82 |
| Totals | 7,151 | 5,037 |

| High Schools | Examined | Passed |
|---|---|---|
| Alexandria | 79 | 31 |
| Almonte | 54 | 39 |
| Arnprior | 69 | 44 |
| Arthur | 64 | 45 |
| Athens | 72 | 41 |
| Aurora | 46 | 35 |
| Aylmer | 68 | 33 |
| Beamsville | 49 | 31 |
| Belleville | 82 | 75 |
| Bowmanville | 41 | 26 |
| Bradford | 31 | 21 |
| Brampton | 104 | 75 |
| Brighton | 29 | 17 |
| Caledonia | 48 | 26 |
| Campbellford | 69 | 49 |
| Carleton Place | 63 | 43 |
| Cayuga | 29 | 17 |
| Chesley | 69 | 40 |
| Colborne | 30 | 21 |
| Cornwall | 155 | 85 |
| Deseronto | 27 | 22 |
| Dundas | 70 | 30 |
| Dunnville | 81 | 43 |
| Dutton | 54 | 32 |
| Elora | 41 | 26 |
| Essex | 87 | 47 |
| Fergus | 64 | 36 |
| Forest | 72 | 39 |
| Gananoque | 73 | 36 |
| Georgetown | 30 | 24 |
| Glencoe | 62 | 43 |
| Gravenhurst | 45 | 27 |
| Grimsby | 44 | 34 |
| Hagersville | 43 | 24 |
| Haileybury | 38 | 29 |
| Harriston | 40 | 23 |
| Hawkesbury | 42 | 12 |
| Iroquois | 66 | 21 |
| Kemptville | 58 | 30 |
| Kenora | 26 | 25 |
| Kincardine | 64 | 40 |
| Leamington | 83 | 20 |
| Listowel | 91 | 68 |
| Lucan | 92 | 58 |
| Madoc | 59 | 33 |
| Markham | 80 | 50 |
| Meaford | 68 | 34 |
| Midland | 38 | 27 |
| Mitchell | 113 | 76 |
| Mount Forest | 95 | 60 |
| Newburgh | 100 | 59 |
| Newcastle | 29 | 10 |
| Newmarket | 55 | 46 |
| Niagara | 12 | 5 |
| Niagara Falls South | 51 | 35 |
| North Bay | 84 | 47 |
| North Toronto | 55 | 39 |
| Norwood | 44 | 21 |
| Oakville | 63 | 43 |
| Omemee | 41 | 16 |
| Orangeville | 51 | 32 |
| Oshawa | 95 | 62 |
| Paris | 69 | 33 |
| Parkhill | 82 | 50 |
| Pembroke | 79 | 54 |

## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1912—Continued

| High Schools—Concluded | Examined | Passed |
|---|---|---|
| Penetanguishene | 39 | 26 |
| Petrolea | 62 | 47 |
| Plantagenet | 54 | 17 |
| Port Dover | 16 | 11 |
| Port Elgin | 43 | 20 |
| Port Hope | 78 | 64 |
| Port Perry | 62 | 41 |
| Port Rowan | 38 | 32 |
| Prescott | 67 | 46 |
| Richmond Hill | 39 | 32 |
| Rockland | 24 | 15 |
| Sault Ste. Marie | 94 | 62 |
| Simcoe | 87 | 60 |
| Smith's Falls | 109 | 68 |
| Smithville | 24 | 14 |
| Stirling | 52 | 34 |
| Streetsville | 26 | 17 |
| Sudbury | 50 | 36 |
| Sydenham | 60 | 26 |
| Thorold | 32 | 27 |
| Tillsonburg | 60 | 40 |
| Toronto, Commerce and Finance | 126 | 99 |
| Toronto, Malvern | 77 | 54 |
| Toronto, Oakwood | 51 | 45 |
| Toronto, Technical | 69 | 58 |
| Toronto, Riverdale | 196 | 127 |
| Trenton | 60 | 39 |
| Uxbridge | 53 | 32 |
| Vienna | 32 | 15 |
| Walkerton | 42 | 35 |
| Wardsville | 22 | 13 |
| Waterdown | 45 | 22 |
| Waterford | 56 | 27 |
| Watford | 58 | 45 |
| Welland | 59 | 39 |
| Weston | 88 | 70 |
| Whitby | 69 | 38 |
| Wiarton | 56 | 15 |
| Williamstown | 37 | 21 |
| Wingham | 84 | 62 |
| Totals | 6,403 | 4,006 |
| **Other Places** | | |
| Aberfoyle | 43 | 27 |
| Abingdon | 14 | 9 |
| Acton | 36 | 27 |
| Alliston | 58 | 24 |
| Alvinston | 62 | 28 |
| Ameliasburg | 28 | 16 |
| Amherstburg | 42 | 22 |
| Ancaster | 36 | 18 |
| Angus | 17 | 8 |
| Apsley | 6 | 3 |
| Arkona | 34 | 21 |
| Ashton | 9 | 7 |
| Aultsville | 21 | 8 |
| Avonmore | 44 | 11 |
| Ayr | 19 | 13 |
| Ayton | 17 | 10 |
| Bailieboro' | 27 | 16 |
| Bancroft | 43 | 24 |

| Other Places—Continued | Examined | Passed |
|---|---|---|
| Barriefield | 26 | 19 |
| Bath | 33 | 20 |
| Battersea | 15 | 5 |
| Bayfield | 14 | 11 |
| Beachburg | 39 | 20 |
| Beaverton | 42 | 23 |
| Beeton | 24 | 6 |
| Belleville, County Centre | 84 | 55 |
| Belle River | 13 | 6 |
| Belmont | 33 | 9 |
| Bethany | 21 | 17 |
| Bethesda | 14 | 9 |
| Billing's Bridge | 9 | 8 |
| Binbrook | 19 | 12 |
| Blackstock | 18 | 15 |
| Blenheim | 87 | 66 |
| Blind River | 21 | 10 |
| Blyth | 28 | 22 |
| Bobcaygeon | 21 | 12 |
| Bolton | 48 | 21 |
| Bothwell | 34 | 25 |
| Bowesville | 10 | 5 |
| Bracebridge | 92 | 57 |
| Bridgeburg | 30 | 23 |
| Brigden | 30 | 10 |
| Bruce Mines | 37 | 13 |
| Brussels | 45 | 31 |
| Burford | 40 | 17 |
| Burgessville | 25 | 17 |
| Burk's Falls | 49 | 20 |
| Burlington | 37 | 24 |
| Burritt's Rapids | 8 | 6 |
| Cannington | 49 | 22 |
| Cardinal | 29 | 18 |
| Cargill | 17 | 10 |
| Carp | 18 | 12 |
| Castleton | 22 | 11 |
| Cataraqui | 26 | 15 |
| Chapleau | 22 | 7 |
| Charleston | 36 | 17 |
| Chatsworth | 50 | 39 |
| Chesterville | 48 | 35 |
| Claremont | 31 | 11 |
| Clifford | 26 | 15 |
| Cobalt | 42 | 22 |
| Cobden | 49 | 19 |
| Coldwater | 18 | 11 |
| Comber | 28 | 18 |
| Cookstown | 36 | 12 |
| Copper Cliff | 15 | 5 |
| Courtright | 41 | 15 |
| Crediton | 18 | 9 |
| Creemore | 26 | 18 |
| Crosshill | 26 | 7 |
| Cumberland | 25 | 11 |
| Dalkeith | 28 | 12 |
| Dashwood | 16 | 13 |
| Delhi | 33 | 23 |
| Delta | 40 | 21 |
| Denbigh | 3 | 1 |
| Desbarats | 6 | 0 |
| Dickinson's Landing | 29 | 9 |

## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1912—Continued

| Other Places—Continued | Examined | Passed | Other Places—Continued | Examined | Passed |
|---|---|---|---|---|---|
| Dorchester Station | 54 | 21 | Kimberley | 24 | 20 |
| Drayton | 45 | 22 | King | 19 | 6 |
| Dresden | 39 | 22 | Kingsville | 29 | 25 |
| Dromore | 11 | 6 | Kinmount | 11 | 7 |
| Drumbo | 24 | 15 | Kintail | 39 | 21 |
| Dryden | 23 | 13 | Kirkfield | 35 | 20 |
| Dundalk | 44 | 27 | Kleinburg | 17 | 9 |
| Dungannon | 17 | 9 | Lakefield | 66 | 27 |
| Durham | 65 | 55 | Lanark | 71 | 40 |
| Eastview | 22 | 14 | Lancaster | 20 | 11 |
| Easton's Corners | 11 | 6 | Latchford | 4 | 1 |
| Edgar | 21 | 3 | Laurel | 22 | 11 |
| Eganville | 99 | 49 | Lefroy | 36 | 19 |
| Elmira | 24 | 16 | Lion's Head | 18 | 8 |
| Elmvale | 55 | 32 | Little Britain | 26 | 16 |
| Embro | 19 | 7 | Little Current | 32 | 13 |
| Embrun | 8 | 2 | London East | 164 | 92 |
| Emo | 16 | 6 | Loring | 7 | 3 |
| Englehart | 9 | 2 | Lucknow | 31 | 19 |
| Ennismore | 20 | 1 | Macdonald Consolidated | 43 | 30 |
| Erin | 49 | 26 | Magnetewan | 9 | 3 |
| Exeter | 55 | 44 | Manitowaning | 14 | 0 |
| Fenelon Falls | 36 | 26 | Manotick | 19 | 8 |
| Fenwick | 19 | 11 | Maple | 9 | 5 |
| Feversham | 28 | 14 | Markdale | 42 | 24 |
| Finch | 52 | 21 | Marmora | 22 | 7 |
| Fingal | 47 | 25 | Marshville | 35 | 14 |
| Flesherton | 31 | 14 | Marsville | 9 | 7 |
| Florence | 34 | 23 | Massey | 21 | 4 |
| Fonthill | 9 | 7 | Matheson | 15 | 5 |
| Fordwich | 16 | 7 | Mattawa | 13 | 2 |
| Fort Frances | 13 | 9 | Maxville | 46 | 20 |
| Fournier | 17 | 9 | Medina | 22 | 10 |
| Galetta | 33 | 17 | Melbourne | 37 | 15 |
| Glen Allan | 17 | 7 | Merivale | 13 | 3 |
| Gore Bay | 51 | 6 | Merlin | 32 | 21 |
| Grand Valley | 33 | 14 | Merrickville | 29 | 15 |
| Hall's Bridge | 14 | 4 | Metcalfe | 25 | 17 |
| Hamilton, County Centre | 28 | 13 | Mildmay | 20 | 15 |
| Hanover | 28 | 22 | Millbrook | 28 | 18 |
| Harrington | 15 | 5 | Milton | 83 | 46 |
| Harrow | 28 | 15 | Milverton | 97 | 68 |
| Harrowsmith | 26 | 12 | Mimico | 32 | 22 |
| Hastings | 30 | 14 | Minden | 18 | 12 |
| Havelock | 25 | 14 | Minesing | 19 | 5 |
| Hawkestone | 21 | 9 | Moorefield | 24 | 12 |
| Hensall | 29 | 25 | Moose Creek | 17 | 5 |
| Hepworth | 21 | 7 | Morewood | 22 | 12 |
| Highgate | 31 | 20 | Mount Albert | 24 | 17 |
| Hillsdale | 10 | 6 | Mount Elgin | 9 | 4 |
| Horning's Mills | 16 | 10 | Mount Hope | 23 | 9 |
| Huntsville | 71 | 32 | Mount Pleasant | 19 | 5 |
| Innerskip | 9 | 6 | Mount St. Patrick | 19 | 6 |
| Janetville | 10 | 6 | Mountain Station | 28 | 13 |
| Jarvis | 21 | 15 | Mountain Grove | 13 | 6 |
| Jasper | 22 | 10 | Neustadt | 11 | 10 |
| Jockvale | 15 | 9 | Newboro | 36 | 19 |
| Kars | 9 | 8 | New Hamburg | 27 | 19 |
| Keene | 35 | 17 | Newington | 22 | 8 |
| Keewatin | 13 | 12 | New Liskeard | 47 | 25 |
| Kenmore | 9 | 5 | North Augusta | 22 | 10 |
| Kilmaurs | 11 | 7 | North Gower | 19 | 11 |

## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1912—Concluded

| Other Places—Continued | Examined | Passed |
|---|---|---|
| North Lancaster | 28 | 12 |
| Norwich | 26 | 15 |
| Oakwood | 11 | 6 |
| Oil Springs | 31 | 16 |
| Orono | 19 | 16 |
| Osgoode Station | 12 | 5 |
| Ohsweken | 7 | 5 |
| Otterville | 14 | 11 |
| Paisley | 54 | 25 |
| Pakenham | 34 | 27 |
| Palmerston | 58 | 34 |
| Parry Sound | 52 | 39 |
| Pelee Island | 14 | 4 |
| Pickering | 16 | 11 |
| Plattsville | 34 | 22 |
| Port Colborne | 27 | 14 |
| Port Dalhousie | 81 | 50 |
| Port Credit | 32 | 24 |
| Port Stanley | 15 | 7 |
| Powassan | 50 | 22 |
| Priceville | 22 | 6 |
| Princeton | 20 | 7 |
| Queensville | 22 | 12 |
| Rainy River | 24 | 14 |
| Ramsayville | 9 | 7 |
| Randwick | 9 | 4 |
| Richard's Landing | 11 | 5 |
| Richmond | 30 | 12 |
| Ridgeway | 36 | 16 |
| Ripley | 41 | 20 |
| Rockton | 36 | 20 |
| Rockwood | 31 | 17 |
| Rodney | 31 | 18 |
| Rosemont | 22 | 7 |
| Roseneath | 17 | 10 |
| Russell | 26 | 12 |
| St. George | 16 | 9 |
| St. Helens | 30 | 12 |
| Sandwich | 54 | 26 |
| Schomberg | 20 | 9 |
| Scotland | 14 | 10 |
| Schreiber | 15 | 9 |
| Selkirk | 31 | 12 |
| Sharbot Lake | 21 | 13 |
| Shelburne | 64 | 41 |
| Solina | 14 | 9 |
| Southampton | 24 | 9 |
| South Indian | 21 | 8 |
| South Mountain | 19 | 10 |
| South River | 18 | 8 |
| Sparta | 17 | 10 |
| Spencerville | 27 | 16 |
| Springfield | 21 | 16 |
| Stayner | 48 | 25 |
| Sunderland | 27 | 15 |
| Stratton | 42 | 8 |
| Stittsville | 8 | 7 |
| Stony Creek | 32 | 18 |
| Stouffville | 35 | 19 |

| Other Places—Concluded | Examined | Passed |
|---|---|---|
| Strabane | 34 | 17 |
| Sturgeon Falls | 50 | 23 |
| Sutton West | 25 | 10 |
| Tamworth | 28 | 11 |
| Tara | 39 | 28 |
| Tavistock | 31 | 19 |
| Teeswater | 46 | 20 |
| Thamesford | 18 | 11 |
| Thamesville | 54 | 34 |
| Thedford | 13 | 7 |
| Thessalon | 36 | 15 |
| Thornbury | 49 | 16 |
| Thorndale | 30 | 20 |
| Tilbury | 26 | 16 |
| Tiverton | 30 | 20 |
| Toronto, De La Salle Institute | 200 | 161 |
| Tottenham | 33 | 11 |
| Tweed | 55 | 27 |
| Uptergrove | 38 | 12 |
| Varna | 12 | 5 |
| Vernon | 15 | 9 |
| Victoria Harbour | 17 | 7 |
| Wallaceburg | 59 | 41 |
| Warkworth | 34 | 24 |
| Waubaushene | 17 | 9 |
| Webbwood | 12 | 4 |
| Wellandport | 18 | 6 |
| Wellington | 21 | 10 |
| Westboro' | 32 | 22 |
| West Lorne | 17 | 9 |
| Westport | 36 | 10 |
| Wheatley | 29 | 18 |
| Whitevale | 11 | 5 |
| Whitney | 8 | 1 |
| Wilkesport | 13 | 2 |
| Winchester | 64 | 40 |
| Winona | 25 | 8 |
| Wolfe Island | 33 | 18 |
| Woodbridge | 26 | 20 |
| Woodville | 44 | 26 |
| Wooler | 15 | 7 |
| Wroxeter | 26 | 14 |
| Wyoming | 41 | 25 |
| Yarmouth Heights | 55 | 24 |
| Zephyr | 3 | 1 |
| Zurich | 14 | 10 |
| Totals | 9,125 | 4,934 |

### SUMMARY

| | | |
|---|---|---|
| Collegiate Institutes | 7,151 | 5,037 |
| High Schools | 6,403 | 4,006 |
| Other Places | 9,125 | 4,934 |
| Grand Totals, 1912 | 22,679 | 13,977 |
| Grand Totals, 1911 | 22,198 | 13,027 |
| Increases | 481 | 950 |

# APPENDIX D

## JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION, 1912

| Centre | Examined | Passed | Centre | Examined | Passed | Centre | Examined | Passed |
|---|---|---|---|---|---|---|---|---|
| Alvinston | 2 | 2 | Glencoe | 3 | 1 | Orillia | 6 | 4 |
| Angus | 11 | 9 | Goderich | 4 | 4 | Ottawa | 138 | 49 |
| Arkona | 1 | ..... | Hall's Bridge | 4 | ..... | Port Dalhousie | 6 | 4 |
| Aylmer | 9 | 4 | Ingersoll | 5 | 2 | Queensville | 3 | 1 |
| Blenheim | 12 | 8 | Jarvis | 8 | 6 | Renfrew | 4 | 3 |
| Bracebridge | 4 | 3 | Kimberley | 3 | 1 | Ridgetown | 3 | 2 |
| Bridgeburg | 3 | 3 | King | 4 | ..... | Rodney | 10 | 6 |
| Brigden | 10 | 7 | Kingsville | 6 | 4 | Schreiber | 2 | ..... |
| Burford | 6 | 1 | Kintail | 2 | 1 | Schomberg | 9 | 2 |
| Caledon | 3 | 2 | Kleinburg | 4 | 4 | Selkirk | 8 | 6 |
| Chatham | 7 | 5 | Lefroy | 2 | 2 | Simcoe | 1 | 1 |
| Cobourg | 2 | 2 | London, East | 21 | 12 | Sparta | 1 | 1 |
| Courtright | 10 | 6 | Loring | 1 | ..... | Sutton | 4 | 1 |
| Desbarats | 2 | ..... | Lucan | 2 | 1 | Thamesford | 5 | 3 |
| Dorchester | 7 | 2 | Maple | 4 | 3 | Thamesville | 16 | 11 |
| Drumbo | 3 | 2 | Marmora | 6 | 3 | Thessalon | 2 | ..... |
| Dungannon | 3 | 3 | Mattawa | 6 | 4 | Tiverton | 7 | 7 |
| Elmvale | 5 | 4 | Milverton | 7 | 4 | Tweed | 4 | 1 |
| Embro | 3 | 1 | Mount Pleasant | 4 | 1 | Vankleek Hill | 3 | ..... |
| Emo | 2 | 2 | New Liskeard | 4 | 1 | Varna | 1 | 1 |
| Englehart | 5 | ..... | Newmarket | 2 | ..... | Zephyr | 6 | 6 |
| Florence | 6 | 2 | North Bay | 1 | ..... | | | |
| Fingal | 8 | 6 | Oil Springs | 8 | 8 | Totals | 474 | 245 |

# APPENDIX E

## RURAL SCHOOL LIBRARIES, OCT. 1st, 1911, TO OCT. 1st, 1912

| Inspectorate | No. of schools purchasing books to the amount of $10.00 during the year | Total amount expended in such schools during the year for books recommended | Total Government grant | No. of rural public school libraries in inspectorate | No. of libraries established during year |
|---|---|---|---|---|---|
| | | $ | $ | | |
| Algoma | 8 | 136 54 | 59 10 | 38 | 4 |
| Brant, etc | 13 | 207 81 | 99 08 | 78 | 1 |
| Bruce, East | 22 | 603 93 | 182 99 | 67 | 13 |
| Bruce, West | 25 | 281 64 | 89 61 | 83 | ..... |
| Carleton, East | 12 | 204 04 | 85 63 | 63 | ..... |
| Carleton, West, and Lanark, East | 18 | 319 69 | 134 92 | 57 | 9 |
| Dufferin | 19 | 302 51 | 128 81 | 63 | 8 |
| Dundas | 35 | 426 92 | 206 17 | 74 | ..... |
| Elgin, East | 42 | 457 92 | 224 40 | 78 | ..... |
| Elgin, West | 13 | 142 00 | 69 60 | 26 | ..... |
| *Essex, North | ..... | ..... | ..... | 29 | ..... |
| Essex, South | 29 | 411 94 | 199 64 | 79 | ..... |
| Frontenac, North, and Addington | 6 | 68 65 | 34 14 | 65 | 4 |
| Frontenac, South | 10 | 103 87 | 50 91 | 90 | 1 |
| Glengarry | 16 | 213 36 | 104 55 | 56 | 9 |
| Grey, East | 17 | 230 33 | 108 10 | 66 | 5 |
| Grey, South | 20 | 219 39 | 107 52 | 71 | ..... |
| Grey, West | 19 | 254 49 | 123 15 | 70 | 1 |
| Haldimand | 26 | 297 61 | 145 76 | 68 | ..... |
| Haliburton and Muskoka East | 9 | 92 50 | 45 33 | 92 | ..... |
| Halton | 12 | 182 98 | 78 31 | 46 | 5 |
| Hastings, Centre | 32 | 433 25 | 203 44 | 77 | 1 |
| Hastings, North, South Nipissing and S. E. Parry Sound | 12 | 154 44 | 75 69 | 92 | 1 |
| Hastings, South | 15 | 247 56 | 107 70 | 47 | 4 |
| Huron, East | 31 | 384 21 | 187 01 | 66 | 4 |
| Huron, West | 5 | 62 20 | 30 49 | 99 | ..... |
| Kenora and Thunder Bay, West | 7 | 109 00 | 47 93 | 14 | 4 |

*No report

## RURAL SCHOOL LIBRARIES, OCT. 1st, 1911, TO OCT. 1st, 1912—Concluded

| Inspectorate | No. of schools purchasing books to the amount of $10.00 during the year. | Total amount expended in such schools during the year for books recommended | Total Government grant | No. of rural public school libraries in inspectorate | No. of libraries established during year |
|---|---|---|---|---|---|
| | | $ | $ | | |
| Kent, East | 11 | 148 90 | 67 74 | 65 | 2 |
| Kent, West | 16 | 185 83 | 88 66 | 61 | ..... |
| Lambton, East | 15 | 229 73 | 101 10 | 86 | 7 |
| Lambton, West | 21 | 269 15 | 119 96 | 78 | 1 |
| Lanark, West | 33 | 358 13 | 175 32 | 52 | 26 |
| Leeds and Grenville No. 1 | 2 | 35 00 | 14 90 | 80 | ..... |
| " No. 2 | 19 | 231 30 | 113 34 | 79 | 2 |
| " No. 3 | 21 | 246 18 | 120 67 | 66 | ..... |
| *Lennox | ..... | ..... | ..... | 61 | ..... |
| Lincoln and Pelham Tp | 34 | 522 68 | 243 61 | 74 | 2 |
| *Manitoulin, etc | ..... | ..... | ..... | 11 | ..... |
| Middlesex, East | 14 | 161 34 | 79 17 | 94 | 1 |
| Middlesex, West | 18 | 223 97 | 109 71 | 79 | 3 |
| Muskoka, South and West | 14 | 193 93 | 92 80 | 66 | 3 |
| Norfolk | 8 | 109 14 | 53 49 | 82 | ..... |
| Northumberland and Durham, No 1. | 28 | 317 50 | 155 60 | 64 | 3 |
| " " No. 2. | 9 | 118 19 | 55 68 | 53 | 4 |
| " " No. 3. | 15 | 253 98 | 107 65 | 51 | 4 |
| Ontario, North, and N.E. Parry Sound | 17 | 209 44 | 102 66 | 70 | ..... |
| Ontario, South | 19 | 244 77 | 117 99 | 61 | 1 |
| Oxford, North | 16 | 262 37 | 109 77 | 50 | ..... |
| Oxford, South | 5 | 63 00 | 30 88 | 50 | ..... |
| Parry Sound, South | 17 | 220 79 | 105 04 | 69 | 1 |
| Peel | 14 | 152 16 | 74 48 | 68 | 1 |
| Perth, North | 51 | 625 58 | 305 24 | 67 | 3 |
| Perth, South | 17 | 246 37 | 113 30 | 43 | 3 |
| Peterborough, East | 35 | 397 43 | 194 78 | 71 | ..... |
| Peterborough, West, and Victoria, E. | 5 | 82 00 | 39 40 | 31 | 2 |
| Prescott and Russell | 5 | 62 97 | 30 71 | 61 | 1 |
| Prince Edward | 2 | 20 00 | 9 80 | 72 | 1 |
| Rainy River and Thunder Bay, E., etc. | ..... | ..... | ..... | 29 | ..... |
| Renfrew, North | 26 | 459 27 | 193 97 | 52 | 15 |
| Renfrew, South | 23 | 600 74 | 202 22 | 75 | 14 |
| Simcoe, East | 7 | 108 20 | 53 03 | 48 | 1 |
| Simcoe, North | 14 | 189 50 | 92 89 | 60 | 3 |
| Simcoe, South West | 1 | 46 74 | 10 00 | 46 | 1 |
| Stormont | 29 | 469 39 | 211 16 | 75 | 9 |
| *Sudbury, North Nipissing and N.W. Parry Sound | ..... | ..... | ..... | ..... | ..... |
| Timiskaming | 2 | 36 80 | 15 84 | 18 | 2 |
| Victoria, West | 20 | 246 10 | 120 55 | 73 | ..... |
| Waterloo No. 1 | 10 | 161 35 | 75 09 | 27 | ..... |
| " No. 2 | 21 | 324 51 | 146 17 | 41 | 10 |
| Welland | 26 | 295 52 | 144 75 | 48 | 11 |
| Wellington, North | 5 | 70 00 | 29 60 | 33 | 1 |
| Wellington, South | 26 | 369 05 | 169 80 | 66 | 4 |
| Wentworth | 37 | 600 84 | 278 81 | 72 | 1 |
| York, North | 26 | 298 60 | 146 34 | 72 | ..... |
| York, South | 20 | 270 79 | 126 86 | 60 | 6 |
| Roman Catholic Schools: | | | | | |
| Inspector Finn | 15 | 195 43 | 150 00 | 62 | 2 |
| " Jones | 5 | 72 41 | 50 00 | 11 | 3 |
| " O'Brien | 12 | 158 85 | 120 00 | 41 | 3 |
| " Power | 1 | 10 28 | 10 00 | 1 | ..... |
| " Sullivan | 3 | 38 36 | 30 00 | 28 | 1 |
| Totals, 1911-1912 | 1,283 | 17,763 34 | 8,240 51 | 4,707 | 232 |
| Totals, 1910-1911 | 1,016 | 14,596 75 | 7,978 35 | 4,418 | 235 |
| Increases | 267 | 3,166 59 | 262 16 | 289 | ..... |
| Decrease | ..... | ..... | ..... | ..... | 3 |

*No report

## APPEN-

### FIFTH CLASSES,

| Inspectorate | | Name of School (In the case of rural schools the section number and the name of the township are given) | Post Office |
|---|---|---|---|
| Brant | 1 | 8 Burford | Burford |
| | 2 | 7 Brantford | Burtch |
| Bruce, East | 3 | 14 Carrick | Mildmay |
| | 4 | 1 Eastnor | Lion's Head |
| Bruce, West | 5 | Tiverton, | Tiverton |
| Dundas | 6 | 1 Mountain | South Mountain |
| | 7 | 22 Mountain | Mountain |
| | 8 | 4 Winchester | Ormond |
| Elgin, East | 9 | 16 Bayham | Corinth |
| | 10 | 18 Malahide | Aylmer |
| | 11 | 9 Southwold | Shedden |
| | 12 | 12 Southwold | Fingal |
| | 13 | 6 Southwold | Talbotville |
| | 14 | 11 Southwold | Fingal |
| | 15 | 17 Southwold | Lawrence Station |
| | 16 | 7 Yarmouth | Sparta |
| Elgin, West | 17 | Port Stanley | Port Stanley |
| | 18 | 7 Aldborough | Kintyre |
| | 19 | 10 Aldborough | Clachan |
| Essex, South | 20 | Kingsville | Kingsville |
| Grey, East | 21 | 3 Euphrasia | Kimberley |
| Grey, West | 22 | Chatsworth | Chatsworth |
| Haliburton | 23 | 1 Anson | Minden |
| Hastings, North, Parry Sound, North-East, etc. | 24 | 1 McConkey and Wilson | Loring |
| | 25 | 6 South Himsworth | Trout Creek |
| Hastings, Centre | 26 | Marmora | Marmora |
| Hastings, South | 27 | 11 Sidney | Frankford |
| Huron, West | 28 | Hensall | Hensall |
| | 29 | 16 Stephen | Dashwood |
| | 30 | 7 Hay | Zurich |
| | 31 | 8 Ashfield | Dungannon |
| | 32 | 12 Ashfield | Laurier |
| | 33 | 14 Stanley | Kippen |
| Kent, East | 34 | 12 Camden | Thamesville |
| | 35 | 13 Chatham | Wallaceburg |
| | 36 | 11 Harwich | Guilds |
| | 37 | 13½ " | Rond Eau |
| | 38 | 10 Howard | Selton |
| | 39 | 3 and 4 Orford | Duart |
| | 40 | 2 Zone | Thamesville |

# DIX F.

1911-1912

| Teachers | | | Pupils | | Grade of Fifth Class | | | Total Value of Approved Equipment | Government Grant |
|---|---|---|---|---|---|---|---|---|---|
| Name of Principal and Degree | Professional Certificate | Annual Salary, 1912 | No. of Pupils. | Average Daily Attendance | A | B | C | | |
| | | $ | | | | | | $ c. | $ c |
| 1 B. T. Dickson | II | 800 | 13 | 11 | 1 | .... | .... | 433 05 | 149 16 |
| 2 W. F. Young | II | 600 | 3 | 2 | .... | 1 | .... | 64 05 | 41 40 |
| 3 John T. Kidd | II | 850 | 4 | 3 | .... | 1 | .... | 169 75 | 109 97 |
| 4 Norma M. Fenton | II | 550 | 5 | 4 | .... | 1 | .... | 59 31 | 38 43 |
| 5 E. H. Glenn | I | 750 | 6 | 5 | .... | .... | 1 | 99 58 | 124 95 |
| 6 Eldrin W. Moss | II | 675 | 5 | 2 | .... | 1 | .... | 108 48 | 64 59 |
| 7 Esther Bates | II | 600 | 12 | 9 | 1 | .... | .... | 299 70 | 79 47 |
| 8 Margaret P. Chester | II | 600 | 5 | 3 | .... | 1 | .... | 152 36 | 47 73 |
| 9 David Knight | II | 650 | 4 | 2 | .... | 1 | .... | 89 59 | 51 45 |
| 10 Lillie M. Bearss | II | 500 | 3 | 2 | .... | .... | 1 | 86 66 | 28 66 |
| 11 Margaret McKenzie | II | 700 | 3 | 2 | .... | 1 | .... | 159 25 | 65 92 |
| 12 Bessie Waters | II | 650 | 3 | 2 | .... | 1 | .... | 125 06 | 47 50 |
| 13 Annie Harrow | II | 550 | 5 | 3 | .... | .... | 1 | 100 30 | 32 53 |
| 14 Margaret McLennan | II | 575 | 5 | 3 | .... | .... | 1 | 123 05 | 34 80 |
| 15 Alice Aucklaud | II | 550 | 3 | 2 | .... | .... | 1 | 93 12 | 30 56 |
| 16 Austin Ryan | II | 650 | 4 | 3 | 1 | .... | .... | 177 95 | 80 29 |
| 17 W. C. Dainty | II | 750 | 3 | 3 | .... | 1 | .... | 391 70 | 139 97 |
| 18 Edith Baudeen | II | 565 | 4 | 2 | .... | .... | 1 | 224 43 | 45 54 |
| 19 J. E. McLarty | II | 700 | 9 | 6 | .... | 1 | .... | 361 29 | 97 42 |
| 20 W. J. Elliott | I | 1,100 | 10 | 7 | 1 | .... | .... | 298 95 | 244 89 |
| 21 Joshua H. Johnston | II | 700 | 10 | 7 | 1 | .... | .... | 128 06 | 97 80 |
| 22 John A. Norton | II | 750 | 6 | 4 | .... | .... | 1 | 110 75 | 116 07 |
| 23 John G. Staples | II | 650 | 15 | 10 | .... | 1 | .... | 245 20 | 74 25 |
| 24 Alva R. Bennett | II | 900 | 6 | 3 | .... | 1 | .... | 158 83 | 205 98 |
| 25 Robert Ingram | II | 700 | 4 | 2 | .... | 1 | .... | 134 67 | 111 92 |
| 26 Jessie Kelso | I | 700 | 5 | 4 | 1 | .... | .... | 200 35 | 145 03 |
| 27 John M. Bell | II | 800 | 10 | 8 | 1 | .... | .... | 387 86 | 151 16 |
| 28 Wm. MacKay | II | 800 | 10 | 7 | 1 | .... | .... | 208 42 | 165 84 |
| 29 George W. Shore | II | 900 | 17 | 15 | 1 | .... | .... | 286 00 | 173 60 |
| 30 W. Grant Beaton | II | 850 | 7 | 6 | .... | 1 | .... | 186 67 | 112 94 |
| 31 Frederick Ross | II | 675 | 5 | 3 | .... | 1 | .... | 102 71 | 56 37 |
| 32 Chas. J. MacGregor | II | 550 | 4 | 3 | .... | .... | 1 | 163 41 | 37 09 |
| 33 Wm. H. Johnston | II | 650 | 5 | 2 | .... | .... | 1 | 177 49 | 51 74 |
| 34 Lila Gregory | I | 580 | 5 | 4 | .... | .... | 1 | 112 69 | 45 26 |
| 35 Lettie A. Howe | II | 550 | 2 | 2 | .... | .... | 1 | 134 98 | 36 74 |
| 36 John M. McDonald | II | 700 | 2 | 2 | .... | .... | 1 | 162 50 | 63 75 |
| 37 Lizzie Noack | II | 600 | 3 | 3 | .... | .... | 1 | 143 20 | 39 32 |
| 38 Arthur Love | II | 625 | 3 | 2 | .... | .... | 1 | 96 61 | 34 66 |
| 39 Annie M. Blue | II | 600 | 9 | 6 | .... | 1 | .... | 161 38 | 50 28 |
| 40 Albert Rush | II | 575 | 5 | 3 | .... | .... | 1 | 258 27 | 43 42 |

FIFTH CLASSES,

| Inspectorate | | Name of School (In the case of rural schools, the section number and the name of the township are given) | Post Office |
|---|---|---|---|
| Lambton, East | 41 | 3 Dawn | Rutherford |
| | 42 | 17 & 12 Dawn and Camden | Florence |
| | 43 | 5 Euphemia | Florence |
| Lambton, West | 44 | Courtright | Courtright |
| | 45 | 11 Moore | Brigden |
| Lanark, West | 46 | 12 Bathurst | Fallbrook |
| Leeds and Grenville, No. 3 | 47 | 1 and 5 Oxford | Burritt's Rapids |
| Lincoln and Pelham Tp | 48 | 9 Pelham | Fenwick |
| | 49 | 1 Clinton and 2 Louth | Jordan Harbour |
| | 50 | 2 Clinton and 3 Louth | Vineland |
| Manitoulin, etc | 51 | 3 Dennison, Drury & Graham | Victoria Mines |
| | 52 | Massey | Massey |
| Middlesex, East | 53 | 2 Delaware | Delaware |
| | 54 | 9 and 14 Dorchester | Avon |
| Norfolk | 55 | Delhi | Delhi |
| | 56 | 10 Houghton | Kinglake |
| Northumberland and Durham, No. 1. | 57 | 20 Darlington | Solina |
| Ontario, North | 58 | 5 Scott | Zephyr |
| Ontario, South | 59 | 4 (West) Pickering | Pickering |
| Oxford, North | 60 | 4 & 8 Blenheim & Blandford | Bright |
| | 61 | Embro | Embro |
| | 62 | 10 E. Zorra | Innerkip |
| | 63 | 1 and 5 E. Nissouri and N. Oxford | Thamesford |
| Oxford, South | 64 | 2 Dereham | Salford |
| Parry Sound, South | 65 | U. 1 Chapman | Magnetawan |
| | 66 | South River | South River |
| | 67 | Sundridge | Sundridge |
| Peel | 68 | Bolton | Bolton |
| Perth, North | 69 | Milverton | Milverton |
| | 70 | 10 Elma | Atwood |
| | 71 | 8 Mornington | Millbank |
| | 72 | U.20 Mornington | Dorking |
| Perth, South | 73 | 7 Downie | Avonton |
| Prince Edward | 74 | Bloomfield | Bloomfield |
| | 75 | 11 Ameliasburg | Mountain View |
| Rainy River, etc | 76 | Rainy River | Rainy River |
| Renfrew, North | 77 | 7 Westmeath | Beachburg |

**1911-1912—Continued**

| Teachers | | | Pupils | | Grade of Fifth Class | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Name of Principal and Degree | Professional Certificate | Annual Salary, 1912 | No. of Pupils | Average Daily Attendance | A | B | C | Total Value of Approved Equipment | Government Grant |
| | | $ | | | | | | $ c. | $ c. |
| 41 Lillian Braithwaite | II | 600 | 6 | 5 | .... | .... | 1 | 70 24 | 30 77 |
| 42 Mabel Brock | II | 600 | 5 | 3 | .... | .... | 1 | 62 70 | 28 77 |
| 43 Lillian Pell | II | 600 | 13 | 8 | 1 | .... | .... | 181 58 | 76 90 |
| 44 A. W. Kelly | II | 800 | 8 | 7 | .... | 1 | .... | 139 18 | 128 91 |
| 45 W. E. Jarrott | II | 775 | 19 | 13 | 1 | .... | .... | 232 60 | 126 86 |
| 46 Margaret Gordon | II | 550 | 5 | 4 | .... | 1 | .... | 150 00 | 46 87 |
| 47 Eldon Percival | II | 625 | 3 | 2 | .... | 1 | .... | 142 61 | 67 86 |
| 48 E. W. Farr | II | 725 | 4 | 2 | .... | 1 | .... | 141 67 | 75 26 |
| 49 Frank Newhouse | II | 800 | 6 | 4 | .... | 1 | .... | 2,473 00 | 98 70 |
| 50 Mary E. Fennell | II | 600 | 5 | 3 | .... | 1 | .... | 167 32 | 50 48 |
| 51 Angus Cameron | II | 900 | 9 | 8 | 1 | .... | .... | 344 44 | 320 68 |
| 52 Walter Steele | I | 1,000 | 12 | 8 | 1 | .... | .... | 474 87 | ..... |
| 53 Isabella J. Wyatt | II | 650 | 8 | 5 | .... | 1 | .... | 96 85 | 59 68 |
| 54 James W. Hogarth | II | 600 | 8 | 5 | .... | 1 | .... | 148 15 | 49 16 |
| 55 Clarence B Price | II | 800 | 9 | 7 | 1 | .... | .... | 263 47 | 163 84 |
| 56 George Priddle | II | 550 | 3 | 3 | .... | .... | 1 | 56 94 | 26 94 |
| 57 R. J. McKessock | II | 550 | 5 | 2 | .... | .... | 1 | 130 00 | 34 87 |
| 58 J. W. Rynard | II | 650 | 8 | 7 | .... | 1 | .... | 68 81 | 56 88 |
| 59 Alfred J. Green | II | 750 | 18 | 15 | 1 | .... | .... | 137 58 | 106 25 |
| 60 M. Walton | II | 750 | 7 | 5 | .... | .... | 1 | 202 59 | 78 85 |
| 61 H. C. Fair | II | 800 | 4 | 2 | .... | .... | 1 | 328 30 | 148 93 |
| 62 Keith S. Wightman | II | 750 | 6 | 4 | .... | .... | 1 | 312 28 | 101 22 |
| 63 J. A. McDonald | I | 900 | 8 | 6 | .... | .... | 1 | 316 72 | 126 67 |
| 64 Mary P. Morrison | I | 600 | 7 | 4 | .... | 1 | .... | 57 61 | 50 76 |
| 65 Thos. Dowler | II | 750 | 3 | 2 | .... | 1 | .... | 188 40 | 197 68 |
| 66 J. P. Archibald | II | 700 | 8 | 6 | 1 | .... | .... | 271 41 | 284 28 |
| 67 J. S. Pringle | II | 700 | 10 | 4 | 1 | .... | .... | 147 00 | 259 40 |
| 68 George A. Clayton | II | 800 | 12 | 10 | 1 | .... | .... | 534 62 | 187 45 |
| 69 Norman P. Boyce | II | 800 | 13 | 10 | 1 | .... | .... | 284 86 | 173 48 |
| 70 Thos. G. Ratcliffe | II | 650 | 6 | 3 | .... | 1 | .... | 74 50 | 49 95 |
| 71 Annie C. Ross | II | 510 | 4 | 3 | .... | .... | 1 | 61 20 | 26 62 |
| 72 Mary F. McKay | II | 600 | 2 | 2 | .... | .... | 1 | 61 04 | 29 85 |
| 73 Rachael Kirk | II | 600 | 3 | 2 | .... | .... | 1 | 134 81 | 37 23 |
| 74 Mabel Cattanach | II | 600 | 3 | 2 | 1 | .... | .... | 140 00 | 99 00 |
| 75 Nellie M. Werden | I | 700 | 3 | 2 | .... | .... | 1 | 165 00 | 74 00 |
| 76 Emerson Snyder | I | 1,200 | 8 | 6 | 1 | .... | .... | 340 50 | 486 20 |
| 77 H. S. Montgomery | II | 750 | 13 | 7 | .... | 1 | .... | 211 94 | 101 19 |

FIFTH CLASSES,

| Inspectorate | | Name of School (In the case of rural schools the section number and the name of the township are given) | Post Office |
|---|---|---|---|
| Simcoe, East | 78 | Victoria Harbour | Victoria Harbour |
| | 79 | 12 Tay | Waubaushene |
| Simcoe, South-West | 80 | 10 West Gwillimbury | Newton Robinson |
| | 81 | 3 Sunnidale | Brentwood |
| | 82 | 5 Tossorontio | Lisle |
| Stormont | 83 | 19 Osnabruck | Newington |
| Thunder Bay, Sudbury, etc. | 84 | 1 Schreiber | Schreiber |
| | 85 | 1 Chapleau | Chapleau |
| Victoria, West | 86 | U.1 Bexley | Coboconk |
| Waterloo, No. 1 | 87 | Hespeler | Hespeler |
| Waterloo, No. 2 | 88 | 13 Wilmot | Baden |
| Welland | 89 | *Port Colborne | Port Colborne |
| | 90 | Fort Erie | Fort Erie |
| Wellington, North | 91 | Clifford | Clifford |
| Wellington, South | 92 | 2 Eramosa | Eramosa |
| | 93 | 7 West Garafraxa | Belwood |
| Wentworth | 94 | 3 Barton | Hamilton |
| | 95 | 5 Beverly | Troy |
| | 96 | 1 Saltfleet | Winona |
| | 97 | 3 Saltfleet | Stony Creek |
| | 98 | 9 Flamboro', West | Strabane |
| York, North | 99 | 6 Vaughan | Maple |
| | 100 | 17 Vaughan | Kleinburg |
| | 101 | 19 King | Nobleton |
| | 102 | 15 King | Lloydtown |
| | 103 | 2 King | King |
| | 104 | 23 King | King |
| | 105 | 12 Whitchurch | Bethesda |
| York, South | 106 | Sutton West | Sutton, West |
| R. C. Separate Schools | 107 | 2 Ashfield | Kintail |
| | 108 | 5 Sombra | Port Lambton |
| | 109 | Wallaceburg | Wallaceburg |
| | 110 | 16 Cornwall | St. Andrews West |
| | 111 | 7 Bromley | Douglas |
| | 112 | Mattawa | Mattawa |
| Totals | | | |

* Half year only.

**1911-1912—Concluded**

| Teachers | | | Pupils | | Grade of Fifth Class | | | Total Value of Approved Equipment | Government Grant. |
|---|---|---|---|---|---|---|---|---|---|
| Name of Principal and Degree | Professional Certificate | Annual Salary, 1912 | No. of Pupils | Average Daily Attendance | A | B | C | | |
| | | $ | | | | | | $ c. | $ c. |
| 78 J. A. Gillespie | II | 850 | 11 | 10 | 1 | .... | .... | 183 06 | 170 80 |
| 79 Wm. McKaughan | II | 800 | 6 | 3 | 1 | .... | .... | 169 33 | 139 48 |
| 80 Marie Biggar | II | 550 | 6 | 5 | .... | 1 | .... | 225 90 | 53 84 |
| 81 Florence Maxwell | II | 625 | 5 | 4 | .... | .... | 1 | 208 25 | 49 42 |
| 82 George Wilson, | II | 650 | 6 | 4 | .... | .... | 1 | 221 72 | 62 17 |
| 83 Amanda Donaldson | II | 550 | 5 | 2 | .... | 1 | .... | 140 19 | 46 51 |
| 84 George A. Evans | III | 1,200 | 3 | 2 | 1 | .... | .... | 147 80 | 379 56 |
| 85 Edward S. Stephenson | II | 1,400 | 9 | 7 | 1 | .... | .... | 363 73 | 420 62 |
| 86 T. C. Birchard | II | 650 | 7 | 5 | .... | 1 | .... | 145 71 | 57 07 |
| 87 James D. Ramsay | II | 1,200 | 5 | 4 | 1 | .... | .... | 154 04 | 220 40 |
| 88 Enoch Eby | II | 800 | 3 | 2 | 1 | .... | .... | 91 88 | 109 18 |
| 89 Wm. L. Bowden | I | 1,000 | 7 | 5 | 1 | .... | .... | 157 75 | 109 68 |
| 90 Thos. M. Dodds | II | 750 | 6 | 3 | 1 | .... | .... | 116 51 | 119 15 |
| 91 Donald Mackenzie | II | 1,000 | 5 | 3 | 1 | .... | .... | 300 08 | *351 52 |
| 92 James W. Benham | II | 600 | 5 | 2 | .... | .... | 1 | 134 50 | 37 20 |
| 93 Mabel Money | I | 675 | 6 | 3 | .... | 1 | .... | 133 00 | 84 40 |
| 94 Edith T. Dunlop | II | 600 | 4 | 3 | .... | 1 | .... | 280 07 | 58 50 |
| 95 John Hay | II | 800 | 6 | 4 | 1 | .... | .... | 175 17 | 117 51 |
| 96 W. B. Johnston, B.A | II | 850 | 6 | 3 | 1 | .... | .... | 122 50 | 122 25 |
| 97 Ethel B. Walker | I | 700 | 15 | 8 | 1 | .... | .... | 203 57 | 107 85 |
| 98 Gordon A. Campbell | II | 600 | 11 | 8 | .... | 1 | .... | 153 55 | 50 35 |
| 99 Cyrus M. Rowe | II | 625 | 6 | 4 | 1 | .... | .... | 136 11 | 76 11 |
| 100 Annie McClure | II | 600 | 2 | 2 | .... | 1 | .... | 147 81 | 48 03 |
| 101 Ada V. Neelands | II | 600 | 4 | 3 | .... | 1 | .... | 144 23 | 47 52 |
| 102 Rudy I. Kilty | I | 600 | 11 | 8 | .... | 1 | .... | 134 48 | 58 44 |
| 103 John R. Miller | II | 600 | 5 | 3 | .... | 1 | .... | 149 72 | 49 97 |
| 104 Walter Rolling | II | 640 | 3 | 2 | .... | .... | 1 | 144 58 | 49 05 |
| 105 Isaac Pike | II | 600 | 5 | 3 | .... | .... | 1 | 96 83 | 32 18 |
| 106 Peter O. Nelson | II | 700 | 13 | 9 | 1 | .... | .... | 96 11 | 124 61 |
| 107 Sister M. Vincent | II | 560 | 7 | 5 | .... | 1 | .... | 556 98 | 71 32 |
| 108 Mary Jordan | II | 500 | 4 | 3 | .... | .... | 1 | 118 76 | 31 87 |
| 109 Mother M. Stella | II | 515 | 5 | 4 | 1 | .... | .... | 464 32 | 97 10 |
| 110 Sister St. George | II | 400 | 13 | 12 | 1 | .... | .... | 351 63 | 56 15 |
| 111 Sister St. Helen | II | 500 | 22 | 19 | 1 | .... | .... | 320 28 | 87 02 |
| 112 Sister M. of the Assumption | II | 600 | 8 | 6 | 1 | .... | .... | 292 00 | 318 40 |
| .... | .... | † 700 | 761 | 536 | 39 | 40 | 33 | 23,474 62 | ‡11,446 12 |

*Including grant for preceding year.

† Average salary.

‡ In addition there was paid on equipment the sum of $186.08 to schools that did not qualify as Fifth Classes in 1911-1912.

# APPENDIX G—PROCEEDINGS FOR 1912

## INSTRUCTIONS TO INSPECTORS

**Revised 1912**

(Instructions No. 12)

### Apportionment of the Legislative Grant to Rural Public and Separate Schools in the Organized Counties of Ontario for the Calendar Year 1912

Under the Department of Education Act of 1909 as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the organized Counties of Ontario will first be divided by the Department of Education between these Schools, on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following regulations:

#### General Instructions

On receipt of this circular, the Public and Separate School Inspectors shall procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the ensuing apportionment of the Grant will be made by the Department of Education and the forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly made out and shall retain them for at least one year as the authority for his official report. The Public Schools Act provides that the Legislative grants for the calendar year shall be payable by the Minister of Education on or before the 1st day of August. It will, accordingly, be necessary for the Inspector to act as expeditously as possible in procuring the information he may need, so that he may make his report to the Department of Education *not later than June 22nd.*

#### Assessments and Sections

(1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the total assessed value of the township as fixed by the last made county equalization.

(2) For the above computation:—

(*a*) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(*b*) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

#### SCHEME OF APPORTIONMENT

The total yearly apportionment to each school, *not including Continuation Schools,** shall be the sum of the grants to which it is entitled under the following regulations:

*NOTE.—The name "Continuation School" is applied, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

### I. Fixed Grants

Where the average section assessment of the township, as defined above, is less than $30,000.00, each school shall receive a fixed grant of $30.00; where it is at least $30,000.00 and less than $40,000.00, the fixed grant shall be $25.00; and where it is at least $40,000.00 and less than $50,000.00, it shall be $20.00. Where it is $50,000.00 or more there shall be no fixed grant.

### II. Grants on Salaries

(1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to maximum of $600.00 salary in the case of each teacher, the computation beginning as follows:

(*a*) At $150.00 for a principal teacher and at $100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than $30,000.00;

(*b*) At $200.00 for a principal and at $150.00 for each assistant where said assessment is at least $30,000.00 and less than $40,000.00;

(*c*) At $250.00 for a principal and at $150.00 for each assistant where said assessment is at least $40,000.00 and less than $60,000.00;

(*d*) At $350.00 for a principal and at $250.00 for each assistant in the case of all other assessments.

(2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding $25.00 in any one case, and where he performs part of the duties a proportionate amount of $25.00.

### III. Grants on the Teachers' Qualification

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experience, *the competency of each such teacher being duly attested by the County or Provincial Inspector, as the case may be, of the school for which such grant is claimed.* For teachers employed for the whole academic year the full grant shall be paid in each case, and the grant shall be one-half the amount if the teacher with the certificate has taught for less than a year, but for at least one term.

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,

(*a*) For a First Class Certificate ..... $40
(*b*) For a Second Class Certificate ..... 25

(2) If said experience shall have been less than five years on the same date,

(*a*) For a First Class Certificate ..... $30
(*b*) For a Second Class Certificate ..... 15

NOTE.—It is the policy of the Department of Education that as soon as practicable the lowest grade of certificate in the rural municipalities shall be an interim second class, and that the employment of successful teachers with higher certificates and longer experience shall be encouraged. The grant on interim second class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

### IV. Pro Rata Reduction

*If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I, II and III above, the Minister may make a pro rata reduction.*

### V. Grants on Equipment and Accommodations

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the Legislative grant to the County for equipment and the accommodations.

(1) The Legislative grant on the equipment and the accommodations is distributed by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools: and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half if the school has been open for the whole school year: but each principal shall be reckoned as a half and each assistant as a quarter if the school or the assistant's class, as the case may be, has been open for less than a year but not less than half a year.

(2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1910, as to the grading of the accommodations; and the items of the equipment provided in each school in accordance with said circular shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms shall not be included.

(3) Out of the combined Legislative and County grants each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of $20.00 for each Principal and of $2.50 additional for each assistant.

(4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being $30.00 for a one-teacher school, $45.00 for a two-teacher school, and $60.00 for a school with more than two teachers, in accordance with the following scheme:

| Grade | One teacher | | | | Two teachers | | | | Three teachers and over | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | I | II | III | IV | I | II | III | IV |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| Closets | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| Water supply | 2 00 | 1 50 | 1 00 | 50 | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 |
| School grounds | 4 00 | 3 00 | 2 00 | 1 00 | 5 00 | 3 75 | 2 50 | 1 25 | 6 00 | 4 50 | 3 00 | 1 50 |
| School buildings | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Class rooms | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Halls | ..... | ..... | ..... | ..... | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 |
| Cap rooms | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Private rooms | 1 00 | 75 | 50 | 25 | 1 50 | 1 10 | 75 | 40 | 2 00 | 1 50 | 1 00 | 50 |
| Desks | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Blackboards | 1 00 | 75 | 50 | 25 | 1 50 | 1 10 | 75 | 40 | 2 00 | 1 50 | 1 00 | 50 |
| Lighting | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Heating | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| Ventilation | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| | 30 00 | 22 50 | 15 00 | 7 50 | 45 00 | 33 70 | 22 50 | 11 30 | 60 00 | 45 00 | 30 00 | 15 00 |

(5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as practicable, be that fraction of the Legislative grant payable to said school which the

assessed value of the portion of the section within the county is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in section 29 of the Public Schools Act of 1909.

(6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(7) (*a*) *In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 9th of the number of teachers in his Inspectorate reckoned as in* (1) *above.*

(*b*) *When the Inspector has rural Schools in different counties he shall make a separate return for each county.*

### VI. Time of Payment of the Grants

The Department of Education Act provides for the payment of the Legislative grants to the counties concerned before August 1st. Said grants shall be forthwith payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations, which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer of the amount due the Township Treasurer on this account.

### VII. Grants to Assisted Schools

The grant to Assisted Schools will be apportioned to the Public and Separate Schools respectively on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

### VIII. Special Grant for Rural School Libraries

(1) The special grant in aid of Rural School Libraries will be apportioned amongst the Rural Public and Separate Schools respectively of the whole Province, not including Continuation Schools or Fifth Classes as an additional percentage on the value of all library books purchased between October 1st, 1911, and October 1st, 1912, provided no school receives more than $10.00, and provided no purchase is less than $10.00. *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

(2) All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the booksellers.

(3) The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

February 1st, 1912.

## INSTRUCTIONS TO INSPECTORS

### Revised 1911

(Instructions No. 13)

### Apportionment of the Legislative Grant to Rural Public and Separate Schools in the Districts of Ontario for the Calendar Year

#### Statutory Provisions

Under the Department of Education Act of 1909, as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the Districts will first be divided by the Department of Education between these schools on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following Regulations:

(1) Subject to the Regulations all sums of money appropriated as a general grant for the Rural Public and Separate Schools shall be apportioned by the Minister amongst such Rural Schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodations, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the assessments.

(2) Subject to the Regulations the grants so apportioned to Rural Public and Separate Schools in Provisional Judicial Districts shall be paid to the respective boards of Trustees on or before the 1st day of August in each year or in two equal instalments, the first on or before the 1st day of August, and the second on or before the 1st day of December.

#### General Instructions

The information herein contained is now communicated to the District Inspectors in order that they may procure from School Boards and Township Clerks the data necessary for the official returns on which the distribution will be made by the Minister.

#### Certification of Returns

All returns from School Boards shall be certified by the Secretary or Secretary-Treasurer; those from the Township Clerks shall be certified by these officials; and said returns shall be retained by the Inspector for at least one year as his authority for his official report.

#### Payment of the Instalments

The Department of Education Act provides for the payment of the Legislative Grant in two equal instalments on or before the first days of August and December in each year. It will accordingly be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so as to transmit to the Department of Education the official forms completely filled in, *not later than June 22nd.*

Before payment of the second instalment is made the Inspector will, *not later than the 15th day of November,* furnish the Department with a Supplementary Report confirming his June Report, or recommending such alterations therein as the situation may then render necessary.

All schools which have been open for less than *four and one-half months* in the first term shall be reported by the Inspector in his November report on Forms 139 for organized and 141½ for unorganized Townships (Form 141½*a* is only to be used for the purpose of amending the June recommendations), and shall be paid the full proportion of the Legislative Grant to which they are entitled, at the time the second instalment is paid, except in special cases where the Inspector is able to report that such schools intend to remain open so as to complete the prescribed time before the opening of the second term, in which case the grant will be included with the first instalment and the cheque sent to the Inspector's care, to be held by him until such time as the schools in question have completed the specified time.

### Assessments and Sections

(1) In the case of *organized townships* the average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the average of the total assessed values of the township for the three years next preceding the year of distribution.

(2) For the above computation:—

(*a*) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(*b*) A union section shall be counted as belonging to the township in which the school building is situated and the assessed value of the portion of the other township of townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, sections 29 and 35).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

(3) In the case of *unorganized townships,* the average section assessment hereinafter referred to shall be computed on the average of the total assessed values of the section for three years next preceding the year of distribution.

(4) If, in any year, the assessment of 1906 is reduced in any case, such reduction shall not be recognized by the Department of Education unless satisfactory reasons are submitted, through the Inspector, for said reduction.

## SCHEME OF DISTRIBUTION

The Inspector shall give in his June return and also in his November report the total *yearly* apportionment to each school, *not including Continuation Schools,** and the amount due to each shall be the sum of the Grants to which it is entitled under the following regulations:

A proportionate reduction of the total yearly Grant, however, shall be made in respect of those schools which failed to remain open and in effective operation the whole year, by reducing such amount one-tenth for each month the schools were closed, and no school shall be entitled to receive a Grant which has been open less than four and one-half months.

The Inspector in proportioning the Grants to such schools as were not open the whole year shall base his calculations on the school year of ten months.

### I. Fixed Grants

When the average section assessment, as defined above, is less than $20,000, each school shall receive a fixed grant of $40; when it is at least $20,000, but less

*The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

than $30,000, the fixed grant shall be $30: when it is at least $30,000, but less than $40,000, the fixed grant shall be $25; and where it is at least $40,000, but less than $50,000, the fixed grant shall be $20; where it is $50,000 or over, there shall be no fixed grant.

### II. Grants Payable on Teachers' Salaries

Each school shall receive 40 per cent. of the amounts paid in teachers' salaries during the calendar year, up to a maximum of $600 salary in the case of each teacher, the computation beginning as follows:

(1) At $100, where the average section assessment, as defined above, is less than $20,000.

(2) At $150 for a principal and $100 for an assistant where the average section assessment, as defined above, is $20,000 or over.

### III. Grants on the Teachers' Qualifications

The following grants shall be paid on the basis of the grades of the teachers' professional certificates and the length of their successful experience, *the competency of each teacher being attested by the Inspector of the school for which such grant is claimed.*

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next:

| | |
|---|---|
| (*a*) For a Provincial Professional First Class Certificate | $50 |
| (*b*) For a Provincial Professional Second Class Certificate | 40 |

(2) If said experience shall have been less than five years on the same date:

| | |
|---|---|
| (*a*) For a Provincial Professional First Class Certificate | $40 |
| (*b*) For a Provincial Professional Second Class Certificate | 30 |
| (*c*) For a Professional Third Class (both permanent and limited) or a Provincial Ungraded Permanent Certificate | 25 |
| (*d*) For a Professional District Certificate | 20 |

### IV. Pro Rata Reduction

If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I, II and III above, the Minister may make a *pro rata* reduction.

### Grants on Equipment and Accommodations

(1)—(*a*) Where the average section assessment, as defined above, is under $20,000, each school shall receive a grant of $30; and where it is at least $20,000 and under $30,000, a grant of $25, said grants to be applied to the improvement of the equipment and accommodations.

(*b*) The above grants for the improvement of equipment and accommodations shall be expended by the School Boards under the advice of the Inspector: and the improvements, with the items of expenditure, shall be reported to him by the School Boards before August 1st of the year next following the receipt of the grant.

(2) Where the average section assessment, as defined above, is $30,000 or over, a grant will be made by the Minister to each Inspectorate at the rate of $20 for each principal, and $2.50 for each assistant (*not including the teachers of Continuation Schools*), where the school has been in effective operation for at least one term, and the total sum of said grants shall be sub-apportioned by the Inspector concerned amongst his schools with said assessment on the basis of the value of the equipment and the character of the accommodations in accordance with the followng scheme:

(*a*) Each school shall receive 10 per cent. of the approved value of the equipment up to a maximum of $20 for each Principal and $2.50 additional for an assistant; the items of the equipment on which the valuation is made being those prescribed in Circular No. 33, 1907, and provided in the school. *The special equipment for Continuation Schools and Fifth classes shall not be included.*

(*b*) Each school shall receive a grant on the character of its accommodations, the maximum being $30 for a one-teacher school, $45 for a two-teacher school, and $60 for a school with more than two teachers, in accordance with the provisions of Circular No. 33, 1907, in regard to accommodations, and in accordance with the following scheme:

| Grade | One teacher | | | | Two teachers | | | | Three teachers and over | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | I | II | III | IV | I | II | III | IV |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| Closets | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| Water supply | 2 00 | 1 50 | 1 00 | 50 | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 |
| School grounds | 4 00 | 3 00 | 2 00 | 1 00 | 5 00 | 3 75 | 2 50 | 1 25 | 6 00 | 4 50 | 3 00 | 1 50 |
| School buildings | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Class rooms | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Halls | ..... | ..... | ..... | ..... | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 |
| Cap rooms | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Private rooms | 1 00 | 75 | 50 | 25 | 1 50 | 1 10 | 75 | 40 | 2 00 | 1 50 | 1 00 | 50 |
| Desks | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Blackboards | 1 00 | 75 | 50 | 25 | 1 50 | 1 10 | 75 | 40 | 2 00 | 1 50 | 1 00 | 50 |
| Lighting | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Heating | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| Ventilation | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| | 30 00 | 22 50 | 15 00 | 7 50 | 45 00 | 33 70 | 22 50 | 11 30 | 60 00 | 45 00 | 30 00 | 15 00 |

(*c*) When the amount of the Legislative Grant to the inspectorate is insufficient to provide for each school the sums required under the preceding regulations, the Inspector shall make *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(*d*) In order that the Department may apportion the correct amount to each Inspectorate for the grant for equipment and accommodations, each District Inspector shall notify the Minister not later than July 1st of the number of teachers in his Inspectorate reckoned as in (2) above.

(*e*) A return of the total grant on equipment and accommodations as subapportioned by the Inspector to each school shall be made by him to the Department of Education, not later than November 1st, and shall be payable by the Minister not later than December 1st, direct to the School Board.

### Grants to Assisted Schools

In accordance with the statutory provisions, further grants will be made to assist special cases of hardship in school sections and in settlements where there is yet no school organization, for teachers' salaries and for such purposes as the Minister of Education may deem expedient. Such grants will be made on the report of the Inspector concerned, who shall set forth in full detail on or before

the first of November of each year, in a form to be obtained from the Department of Education, the conditions which, in his judgment, necessitate such grants.

### Special Grants for Rural School Libraries

The special Legislative Grant in aid of Rural School Libraries will be distributed amongst the Rural Public and Separate Schools of the whole Province, *not including Continuation Schools or Fifth Classes,* as a percentage on the value of all books purchased between October 1st, 1910, and October 1st, 1911, provided no school shall receive more than $10.00, and provided no purchase is less than $10.00. The books shall also have been approved by the Inspector as especially suitable for the pupils' use.

All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require, in regard to the purchases of the books, including vouchers from the booksellers.

The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the 1st day of November.

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## INSTRUCTION TO PUBLIC AND SEPARATE SCHOOL INSPECTORS

(Instructions No. 14)

### Apportionment of the Legislative Grant to Public and Separate Schools in the Urban Municipalities for the Calendar Year

Under the Department of Education Act of 1909 as amended in 1910, the Special Legislative Grant to the Public and Separate Schools in Urban Municipalities will first be divided by the Department of Education between these Schools on the basis of average attendance, and will then be apportioned amongst the Public and the Separate Schools, respectively, on the reports of the Inspector for these Municipalities, on the basis of the grade of the teachers' certificates and the length of their successful experience, in accordance with the following regulations:

### General Provisions

1. The Grant shall be applied to such educational purposes as each Board may deem most expedient.

2. The Inspectors shall fill in the accompanying schedules and shall base their returns on the academic year, August, 1910, to the end of June, 1911.

3. Where there are more than one municipality, the Inspector shall report them separately, placing together in each municipality the certificates of the same grade. He shall also in all cases arrange the grades in the order of the circular.

4. The Inspectors shall include in their returns Domestic Science, Manual Training, Art, and Kindergarten teachers who hold the certificates recognized by the following regulations, and are employed as actual teachers in the Public or Separate Schools.

5. Teachers employed for their whole time in Continuation Schools* shall not be included.

6. For a teacher employed in a Public or a Separate School the full school day for the whole academic year, the full grant shall be paid.

7. The grant shall be one-half the amount if the teacher with the certificate has taught in a Public or Separate School the full school day for less than the whole academic year but for at least one term, or has taught the whole academic year for less than the whole school day but for at least half a school day. In his report the Inspector shall indicate this by inserting in the proper column the numeral I in the first case and the numeral II in the second.

8. The competency of each teacher shall have been duly attested by the Inspector of the School for which the Grant is claimed.

9. If the amount voted by the Legislature is insufficient to pay the grants in full, the Minister may make a pro rata reduction.

NOTE.—It is the policy of the Department of Education that, as soon as practicable, the lowest grade of certificate in the Urban Municipalities shall be an Interim Second Class, and that the employment of successful teachers with Permanent First Class certificates shall be encouraged. The Grant on Interim Second Class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

### Urban Municipalities in the Organized Counties

#### I. *In Cities*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

| | |
|---|---|
| (*a*) For a Provincial First Class Certificate | $20.00 |
| (*b*) For a Provincial Second Class Certificate | $10.00 |

2. If said experience shall have been less than five years on the same date the Grant shall be—

| | |
|---|---|
| (*a*) For a Provincial First Class Certificate | $10.00 |
| (*b*) For a Provincial Second Class Certificate | $5.00 |

#### II. *In Towns*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

| | |
|---|---|
| (*a*) For a Provincial First Class Certificate | $30.00 |
| (*b*) For a Provincial Second Class Certificate | $15.00 |

2. If said experience shall have been less than five years on the same date the Grant shall be—

| | |
|---|---|
| (*a*) For a Provincial First Class Certificate | $15.00 |
| (*b*) For a Provincial Second Class Certificate | $7.50 |

*The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

III. *In Villages*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate ..... $40.00
(*b*) For a Provincial Second Class Certificate ..... $25.00

2. If the said experience shall have been less than five years on the same date, the Grant shall be—

(*a*) For a Provincial First Class Certificate ..... $25.00
(*b*) For a Provincial Second Class Certificate ..... $16.00

**Urban Municipalities in the Districts**

IV. *In Urban Municipalities with a Population of 1,500 or over*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate ..... $40.00
(*b*) For a Provincial Second Class Certificate ..... $30.00

2. If said experience shall have been less than five years on the same date, the Grant shall be—

(*a*) For a Provincial First Class Certificate ..... $30.00
(*b*) For a Provincial Second Class Certificate ..... $25.00

3. For a Permanent or an Ordinary Third Class Certificate or a First Class County Board Certificate the grant shall be..... $20.00
4. For a District Certificate the Grant shall be ..... $15.00

V. *In other Urban Municipalities*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(*a*) For a Provincial First Class Certificate ..... $50.00
(*b*) For a Provincial Second Class Certificate ..... $37.50

2. If the said experience shall have been less than five years on the same date, the Grant shall be—

(*a*) For a Provincial First Class Certificate ..... $37.50
(*b*) For a Provincial Second Class Certificate ..... $31.25

3. For a permanent or an ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be ..... $25.00
4. For a District Certificate the Grant shall be ..... $18.75

NOTE.—The term "Provincial First Class Certificate" used in I, II, III, IV and V above does not include First Class County Board Certificates.

## INSTRUCTIONS TO INSPECTORS

### Revised 1912

(Instructions No. 12)

### Apportionment of the Legislative Grant to Rural Public and Separate Schools in the Organized Counties of Ontario for the Calendar Year 1913

Under the Department of Education Act of 1909 as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the organized Counties of Ontario will first be divided by the Department of Education between these Schools, on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following regulations:

#### General Instructions

On receipt of this circular, the Public and Separate School Inspectors shall procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the ensuing apportionment of the Grant will be made by the Department of Education and the forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly made out and shall retain them for at least one year as the authority for his official report. The Pubic Schools Act provides that the Legislative grants for the calendar year shall be payable by the Minister of Education on or before the 1st day of August. It will, accordingly, be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so that he may make his report to the Department of Education *not later than June 22nd.*

#### Assessments and Sections

(1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township, the total assessed value of the township as fixed by the last made county equalization.

(2) For the above computation:—

(*a*) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(*b*) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

#### SCHEME OF APPORTIONMENT

The total yearly apportionment to each school, *not including Continuation Schools,** shall be the sum of the grants to which it is entitled under the following regulations:

#### I. Fixed Grants

Where the average section assessment of the township, as defined above, is less than $30,000.00, each school shall receive a fixed grant of $30.00; where

it is at least $30,000.00 and less than $40,000.00, the fixed grant shall be $25.00; and where it is at least $40,000.00 and less than $50,000.00, it shall be $20.00. Where it is $50,000.00 or more there shall be no fixed grant.

### II. Grants on Salaries

(1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to a maximum of $600.00 salary in the case of each teacher, the computation beginning as follows:

(*a*) At $150.00 for a principal teacher and at $100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than $30,000.00;

(*b*) At $200.00 for a principal and $150.00 for each assistant where said assessment is at least $30,000.00 and less than $40,000.00;

(*c*) At $250.00 for a principal and at $150.00 for each assistant where said assessment is at least $40,000.00 and less than $60,000.00;

(*d*) At $350.00 for a principal and at $250.00 for each assistant in the case of all other assessments.

(2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding $25.00 in any one case, and where he performs part of the duties a proportionate amount of $25.00.

### III. Grants on the Teachers' Qualification

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experience, *the competency of each such teacher being duly attested by the County or Provincial Inspector, as the case may be, of the school for which such grant is claimed.* For teachers employed for the whole academic year the full grant shall be paid in each case, and the grant shall be one-half the amount if the teacher with the certificate has taught for less than a year, but for at least one term.

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,

(*a*) For a First Class Certificate ..... $40.

(*b*) For a Second Class Certificate ..... 25.

(2) If said experience shall have been less than five years on the same date,

(*a*) For a Permanent First Class Certificate ..... $30.

(*b*) For a Permanent Second Class Certificate ..... 15.

NOTE A.—In conformity with the previously announced policy of the Department of Education, the grants heretofore paid on Interim First and Second Class Certificates are withdrawn, the lowest grade of certificate upon which a grant is allowed being now Permanent Second Class.

NOTE B.—Schools which have been in operation for less than the whole academic year, but for at least one term, are to receive a proportionate amount of the grants provided for in I, II and III above.

### IV. Pro Rata Reduction

*If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I, II and III above, the Minister may make a pro rata reduction.*

**Note.*—The name "Continuation School" is applied, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

### V. Grants on Equipment and Accommodations

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the amount of the Legislative grant apportioned to the County for equipment and the accommodations.

(1) The sum of $60,000, which is included in the amount voted for Rural Public and Separate Schools in the Counties, is apportioned by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools; and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half if the school has been open for the whole school year; but each Principal shall be reckoned as a half and each assistant as a quarter if the school or the assistant's class, as the case may be, has been open for less than a year but not less than half a year.

(2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1910, as to the grading of the accommodations; and the items of equipment provided in each school in accordance with said circular, shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms shall not be included.

(3) Out of the combined Legislative and County grants, each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of $20.00 for each Principal and of $2.50 additional for each assistant.

(4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being $30.00 for a one-teacher school, $45.00 for a two-teacher school, and $60.00 for a school with more than two teachers, in accordance with the following scheme:

| Grade | One teacher | | | | Two teachers | | | | Three teachers and over | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I | II | III | IV | I | II | III | IV | I | II | III | IV |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| Closets | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| Water supply | 2 00 | 1 50 | 1 00 | 50 | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 |
| School grounds | 4 00 | 3 00 | 2 00 | 1 00 | 5 00 | 3 75 | 2 50 | 1 25 | 6 00 | 4 50 | 3 00 | 1 50 |
| School buildings | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Class rooms | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Halls | ..... | ..... | ..... | ..... | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 |
| Cap rooms | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Private rooms | 1 00 | 75 | 50 | 25 | 1 50 | 1 10 | 75 | 40 | 2 00 | 1 50 | 1 00 | 50 |
| Desks | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Blackboards | 1 00 | 75 | 50 | 25 | 1 50 | 1 10 | 75 | 40 | 2 00 | 1 50 | 1 00 | 50 |
| Lighting | 2 00 | 1 50 | 1 00 | 50 | 3 00 | 2 25 | 1 50 | 75 | 4 00 | 3 00 | 2 00 | 1 00 |
| Heating | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| Ventilation | 4 00 | 3 00 | 2 00 | 1 00 | 6 00 | 4 50 | 3 00 | 1 50 | 8 00 | 6 00 | 4 00 | 2 00 |
| | 30 00 | 22 50 | 15 00 | 7 50 | 45 00 | 33 70 | 22 50 | 11 30 | 60 00 | 45 00 | 30 00 | 15 00 |

(5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as

practicable, be that fraction of the Legislative grant payable to said school which the assessed value of the portion of the section within the county is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in section 29 of the Public Schools Act of 1909.

(6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(7) (*a*) *In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 9th of the number of teachers in his Inspectorate reckoned as in* (1) *above.*

(*b*) *When the Inspector has Rural Schools in different counties he shall make a separate return for each county.*

### VI. Time of Payment of the Grants

The Department of Education Act provides for the payment of the Legislative grants to the counties concerned before August 1st. Said grants shall be forthwith payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer of the amount due the Township Treasurer on this account.

### VII. Grants to Assisted Schools

The grant to Assisted Schools will be apportioned to the Public and Separate Schools respectively on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

### VIII. Special Grant for Rural School Libraries

(1) The special grant in aid of Rural School Libraries will be apportioned amongst the Rural Public and Separate Schools respectively of the whole Province, not including Continuation Schools or Fifth Classes as an additional percentage on the value of all library books purchased between October 1st, 1912, and October 1st, 1913, provided no school receives more than $10.00, and provided no purchase is less than $10.00. *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

(2) All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the booksellers.

(3) The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

November, 1912.

## TO INSPECTORS

(Circular No. 30½)

The Minister of Education has had under consideration the question of the supply of certificated teachers for the Public and Separate Schools for the school year beginning September 3rd, 1912. In deciding upon the policy of the Department, the Minister observes with satisfaction certain factors which point to an improvement in the existing situation.

A marked increase is noticeable in the salaries paid to teachers and in the number of First and Second Class teachers employed in the Public Schools of the Province. As stated in the Annual Report of the Minister for 1911 the average salaries paid to the male and female teachers in the Rural Public Schools alone for 1910 increased by $24 and $32, respectively, as compared with 1909, and by $106 and $120, respectively, as compared with 1905. Further, whereas, before the abolition of the County Model Schools, Third Class teachers were steadily replacing teachers holding higher grades of certificates, since that time, in consequence of the establishment of additional Normal Schools, this movement has been reversed and the lower grade teachers are now being replaced in the schools at an ever increasing rate, by holders of First and Second Class certificates. In 1908 the number of such teachers was greater by 144 than in 1907. In 1909 there was a further increase of 779, and in 1910 of 820. The statistics for 1911 are now being compiled and there is every reason to believe that they will show a still greater improvement in both respects, and, what is equally important, a decrease in the number of teachers with temporary certificates. In that year there were 2,042 newly certificated teachers, of whom 1,314 were holders of First and Second Class certificates, and the output for the present year will probably be about the same. Moreover, in order to secure, for a time at least, hereafter, the supply to which our schools are entitled, the Regulations now require all newly certificated teachers to pledge themselves to teach in Ontario for at least the first year of their subsequent teaching experience.

But Regulations are not enough. The fact remains that the success of the Minister's policy is largely dependent on the loyal, tactful, and strenuous efforts of the inspectors to give it effect. The co-operation of school boards is also necessary. The Minister acknowledges with pleasure the marked improvement even in some of the least promising inspectorates, but he notes with regret that there are still many of even the wealthier ones in which little progress has been made. In his judgment there is no better test of an inspector's competency than his success in this department of his duties, and, if all do their duty, the statistics for 1912 will, he believes, show a rapid advance. In view, accordingly, of the larger supply of trained teachers which will hereafter be available, it should be quite possible, with the co-operation of the inspectors, seconded generously by the school boards, to reduce to a minimum within a year the number of teachers with temporary qualifications and to increase greatly within the same period the number of well-paid teachers with First and Second Class certificates. In order to aid the inspectors in bringing about these results the Minister submits for their guidance the following instructions:

1.—(1) If a teacher with a First or Second Class certificate cannot be obtained, the Minister will, on the recommendation of the Inspector, approve of the appointment of a teacher with a Third Class certificate, and, failing such Third Class, of the appointment of a teacher with a District certificate.

(2) If a teacher with one of the certificates as prescribed above cannot be obtained, the Minister will grant a temporary certificate to a person with qualifica-

tions satisfactory to the Inspector, and at least eighteen years of age, unless the Inspector certifies to the Minister that no suitable person of the required age can be obtained.

2.—(1) In cases which, in the judgment of the Inspector, may at any time require special consideration, the Minister may authorize a Board, on the Inspector's recommendation, to engage without advertisement a teacher with a certificate lower than Second Class.

(2) In all other cases, when a teacher with the qualifications as prescribed in (1) and (2) of 1 above cannot otherwise be obtained, the Board shall duly advertise the vacancy in a paper or papers with a provincial circulation.

3. In all cases, before making a recommendation, the Inspector shall satisfy himself that the Board is offering as high a salary as it may reasonably be expected to pay, and has taken due measures to obtain a teacher with the prescribed grade of certificate.

4. In the case of every vacancy, in order to prevent illegal appointments, the Inspector shall require the Board of Trustees to notify him forthwith of the name and qualification of the teacher selected.

5. Except as provided in 2 (1) above, the Inspector may assume that, until otherwise notified, the Minister will approve of his recommendations when made in accordance with the directions of this circular; and, in dealing with each case, the Inspector may govern himself accordingly.

6. On the recommendation of the Inspector, the Minister will extend, if necessary, expired Third Class or District certificates; but, except for special reasons approved by the Minister, no limited or expired Third and no expired District certificate will be validated beyond June, 1913, and no temporary certificate will be granted beyond the current term. In dealing with the latter class of cases, it should be borne in mind that after the final examination of the Model Schools next December about 450 new teachers with Limited Third Class certificates will be available.

In this connection, the Minister desires to explain that, in order to secure suitable professional training, he has placed some of the Model Schools in localities where few teachers with Third Class certificates should be required. He intends, however, that it shall be the special care of the Inspector to take such measures as will prevent holders of District or Third Class certificates of any kind from entering into competition with holders of First or Second Class certificates, who, when obtainable, are entitled to appointment to the vacant positions.

7. As Midsummer marks the close of the school year and as more teachers are available then than at any other period of the year, the Minister would prefer that where Boards make engagements for a year, it should be the school year, from Misdummer to Midsummer, rather than the calendar year.

In the case of a Board that finds it necessary to change a teacher at Christmas and is unable to secure one with a professional certificate, the Minister requests the inspector to report upon the advisability of limiting the temporary certificate to Easter and requiring the Board to make a timely effort to secure the services of one of the Grade A graduates from the Normal Schools who will then be available.

The Inspector shall give the foregoing such publicity as he may think desirable, and, in particular, he shall notify by special circular School Boards concerned of the new conditions and of their duties in the premises.

May, 1912.

## SYLLABUS OF REGULATIONS AND COURSES FOR THE NORMAL SCHOOLS, SESSION 1912-13

(Circular No. 23)

### Location and Purpose

1.—(1) The Normal Schools are situated at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto.

(2) The purpose of the Normal School is to prepare teachers of the Second Class, in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the programme of studies.

NOTE.—In addition to the work prescribed for the other Normal Schools, the School at North Bay prepares teachers-in-training for Third Class Certificates. For this School and its special conditions a separate announcement is made, which may be obtained on application to the Deputy Minister.

(3) The Normal Model Schools, the Model affiliated Public Schools, and the affiliated Rural Schools, are used to afford the teachers-in-training adequate means of observing well-conducted schools, and of securing practice in teaching, discipline, and management.

### Grades of Teachers-in-Training

2.—There are two grades of teachers-in-training:

GRADE A.—Those who hold professional Third Class certificates with at least Junior Teachers' academic standing and have taught successfully a Public or a Separate School for one year.

GRADE B.—All others who hold Junior or Senior Teachers' academic certificates or who have passed the full examination for Entrance to the Faculties of Education or to the Normal Schools.

NOTE.—Any Grade A candidate will be admitted to the Normal School at North Bay. For candidates of this Grade, provision will be made in the other Normal Schools only where at least twenty-five candidates apply for admission.

### Sessions and Vacations

3.—(1) The session of the Normal Schools will begin and end as follows:

(*a*) The Session will begin on Tuesday, September 24th, at 9 a.m.

(*b*) For teachers-in-training belonging to Grade A, who may qualify at Easter for Second Class certificates, it will end Thursday, March 20th, 1913.

(*c*) For all other teachers-in-training it will end on Friday, June 20th, 1913.

(2) There shall be two vacations as follows:

(*a*) At Christmas, beginning on December 20th, 1912, and ending on January 5th, 1913.

(*b*) At Easter, beginning on Thursday, March 20th, and ending on Monday, March 31st, 1913.

(3) The provision in Regulation 14 (1) (*c*) below, for observation by Grade B teachers-in-training in affiliated rural schools, should be carried out as far as possible before the Easter holidays. When it is not practicable to use for this purpose all the time during which the Grade A teachers-in-training are being examined, Grade A may be dismissed for the holidays at any time the Principal may find it necessary during the period of the Departmental Examinations for Grade A teachers-in-training in Groups I and II.

### Conditions of Admission

4. (1) Application for admission shall be made to the Deputy Minister not later than Tuesday, September 3rd, on a form to be supplied by him.

(2) Candidates who have appealed against the results of the July examination should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

NOTE.—To those who have complied with the prescribed conditions, a card of admission will be sent. Without this card no one will be admitted.

5. (1) The applicant shall forward with his application to the Deputy Minister, on official forms supplied by him, the following certificates:

(*a*) A certificate from competent authority that he will be at least eighteen years of age before October 1st, 1912.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(2) The applicant shall also submit one of the following:

(*a*) A professional certificate, an academic certificate, and a certificate of at least one year's successful experience from an inspector, entitling the applicant to become a member of Grade A (see section 2).

(*b*) A complete Junior or Senior Teacher's academic certificate.

(*c*) A certificate of having passed the academic examination for Entrance into a Faculty of Education.

(*d*) A certificate of having passed the Middle School examination for Entrance into the Normal Schools, having endorsed thereon the prescribed certificate from the Principal of an Approved School that the applicant has completed satisfactorily the Lower School subjects of the High School course prescribed for entrance into the Normal Schools.

(*e*) Certificates of having passed both the Lower and the Middle School examinations for Entrance into the Normal Schools.

(3) Applicants other than those holding the qualifications prescribed in (2) above, shall present, beside the certificates required in (1), (*a*) (*b*) and (*c*) above, a certificate of having passed the Middle School examination for entrance into the Normal Schools, and shall pass in addition in September an examination in the prescribed subjects of the High School Lower School in accordance with the following time-table, the pass standard being 40 per cent. of the marks for each subject and 60 per cent. of the aggregate:

### Time Table

*Tuesday, September 10th*

| | | |
|---|---|---|
| A.M..... | 8.45— 9.00..... | Reading Instructions to Candidates. |
| | 9.00—11.00..... | Writing, Book-keeping and Business Papers. |
| | 11.10—12.00..... | Spelling. |
| P.M..... | 1.30— 3.30..... | Geography. |

*Wednesday, September 11th*

| | | |
|---|---|---|
| A.M..... | 9.00—11.00..... | English Grammar. |
| P.M..... | 1.30— 3.30..... | Biology. |

*Thursday, September 12th*

A.M..... 9.00—11.00.....Arithmetic and Mensuration.
P.M..... 1.30— 3.30.....Art (Pencil and Brush Work).

NOTE.—For the examination in Art, candidates must come provided with drawing pencils, brushes and colour boxes.

(4) This examination will be conducted at such of the following centres as may be selected by applicants prior to September 1st:

Windsor, Chatham, Sarnia, St. Thomas, London, Woodstock, Brantford, Simcoe, Cayuga, Welland, St. Catharines, Hamilton, Goderich, Stratford, Berlin, Guelph, Walkerton, Owen Sound, Orangeville, Barrie, Toronto, Whitby, Bowmanville, Cobourg, Lindsay, Peterborough, Belleville, Picton, Napanee, Kingston, Brockville, Kemptville, Prescott, Morrisburg, Cornwall, Alexandria, Vankleek Hill, Ottawa, Smith's Falls, Renfrew, Bracebridge, North Bay, Sault Ste. Marie, Port Arthur, Haileybury.

(5) Forms of application and full information for this examination will be sent to those who are required to write thereon, immediately on the receipt of their applications for admission. Applications to write on the examination must be received at the Department of Education not later than Aug. 30th. Only *bona fide* applicants for admission to a Normal School are eligible to become candidates at this examination.

(6) No one will be admitted to a Normal School who does not agree if successful in obtaining a teacher's certificate to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

Candidates are hereby notified that they must present themselves at the date prescribed in paragraph 3 (1), and comply fully with the conditions prescribed in paragraphs 4 and 5.

### Duties of Principals and Assistants

6. (1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Normal School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Normal and Model School.

(2) The other members of each staff shall be subject to the authority of the Principal.

(3) Subject to the direction of the Minister, each Normal School Master, in company with the Public School Inspector, shall visit each year Rural Schools in the district in which the Normal School is situated. He shall submit a report of his observations for the consideration of the whole staff of the Normal School.

(4) Subject to the direction of the Minister, each member of the Normal School staff shall take part in the work of the Teachers' Institutes at such dates as the Minister may arrange.

### Duties of Teachers-in-Training

7. (1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed

by the Principal at any time during the session from further attendance at the Normal School.

(4) All applicants are strongly advised to review carefully before entering the work of the Lower School of the High Schools.

### Text Books

8. (1) The text-books for the academic work shall be those prescribed in such subjects for the High Schools.

(2) The text-books for the professional work shall be the text-books prescribed for the Public Schools, and the professional works whose titles are printed below in italics.

### Library

9. Under the direction of the different members of the staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and a sufficient number of copies of each of the most important professional books of reference, a list of which is given in this Syllabus.

### Literary Society

10. A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Suitable lecture courses also will be arranged for under the direction of the Minister of Education.

### Examinations

#### Subjects and Values

11. (1) (*a*) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records and his prescribed examinations.

(*b*) In addition to oral and written class tests in each subject, and the Observation and Practice-teaching records, there shall be a written examination in the subjects of Groups I and II below, immediately before the Christmas vacation.

(*c*) There shall be two final written examinations in Groups I, II, and III, one at Easter for the teachers-in-training belonging to Grade A; and one at the close of the Session in June for the teachers-in-training belonging to Grade B, and for those of Grade A who fail to qualify at Easter or who postpone their examination.

(*d*) The final examination papers in Groups I and II shall be uniform for all the Normal Schools, and shall be based upon the courses as laid down in this Syllabus.

(*e*) The examinations in Groups II and III shall include a thorough test of the academic qualifications of the teacher-in-training for teaching all grades of Public School work.

(2) At each examination in Groups I and II there shall be one paper on each of the following subjects and the maximum marks for each subject shall be 100, distributed as follows: 20 for the Christmas Examination, 20 for the Sessional Records, and 60 for the final examination.

*Group I*

*Professional.* Science of Education, History of Education, School Organization and Management.

*Group II*

*Academic and Professional.* Arithmetic, Algebra and Geometry, Literature, Grammar, History, Composition, Geography, Elementary Science, and Nature Study and Agriculture.

*Group III*

(3) The marks counted in estimating the final standing of the teacher-in-training in the following subjects shall be those awarded him during the session, more especially toward the close thereof, for the oral, written, and practical tests in matter and, where applicable, in method, the maximum for each subject being 100 each, except for Manners, for which the maximum shall be 50 (25 for the paper, and 25 on the report of the staff as to the general deportment of the teacher-in-training).

*Academic and Professional.* Art, Music, Reading, Spelling, Manual Training, Household Science, Physical Training, Writing and Book-keeping, Physiology and Hygiene, and Manners.

*Group IV*

(4) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially toward the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,200, and those for Observation lessons, 200.

**Certificates**

12. (1) A teacher-in-training belonging to Grade A, who, at the Easter or the June final examinations, obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may, on the recommendation of the staff, be awarded a permanent Second Class certificate, provided he is then twenty-one years of age, or an Interim certificate valid until he reaches that age, when a permanent certificate may be issued on application.

(2) A teacher-in-training, belonging to Grade B, who at the June final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may on the recommendation of the staff be awarded an Interim Second Class certificate, which will be made permanent at the end of two years' successful experience duly certified on an official form by the Inspector concerned, provided the teacher is then twenty-one years of age. An Interim Second Class certificate which expires before the teacher is twenty-one years of age, or before the holder has taught two years thereon, may be renewed until that date, on the recommendation of the Inspector concerned.

(3) (a) A teacher-in-training who at the June final examinations fails to obtain a Second Class certificate but who makes at least 60 per cent. in Group IV, and 35 per cent. of the marks in each subject and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may on the recommendation of the staff be awarded a Third Class certificate valid for five years.

(*b*) Such teacher-in-training who at subsequent Easter or June examinations passes in the Group or Groups in which he failed, by passing in one or more Groups at a time, may be awarded an Interim Second Class certificate in accordance with the conditions prescribed in (2) immediately preceding.

(4) All other teachers-in-training shall be required to attend a second session.

(5) Candidates who have not attended a Normal School, who are exempt from such attendance, and who are actually engaged in teaching, may take Groups I, II, and III. at the same examination or at different examinations and shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully. The pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each of Groups I, II, and III.

## Programme of Studies

### At the University of Toronto and the Ontario Agricultural College, Guelph

13. (1) From April to the end of June courses will be provided at the University of Toronto in Elementary Household Science, and at the Ontario Agricultural College, in Elementary Agriculture and Horticulture and Elementary Manual (Industrial) Training. Candidates who pass the prescribed final examinations connected therewith will be awarded Elementary Household Science, Elementary Agriculture and Horticulture, or Elementary Manual Training certificates. These courses will be supplementary to those in the same subjects in the Normal Schools and may be taken by teachers-in-training who pass the Easter examination for Second Class certificates.

(2) For other Normal School students who have taken the High School Course in Manual Training or in Household Science, who have passed the special examination in these subjects at the close of the High School Course, and who have passed the Normal School June final examinations, one spring course will be provided each July in Household Science at the University of Toronto or in Manual Training at the Ontario Agricultural College. Those who pass the prescribed final examinations will be awarded Elementary Manual Training or Household Science certificates.

NOTE.—As soon as classes are provided in Agriculture and Horticulture in the High and Continuation Schools provision will be made for a special summer course in these subjects also. See also the present Summer School announcements of the University of Toronto and the Ontario Agricultural College.

### At the Normal Schools

14. (1) The courses at the Normal School shall consist of the following:

(*a*) A review of the Public School Course and of the academic subjects prescribed for admission into the Normal Schools, especially those of the Lower School, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, with such an extension of said subjects for the purpose of culture as time will permit; also special instruction in Reading, Writing, Art, Physical Training, Physiology and Hygiene, Music, Household Science, Manual Training, Manners, School Law and Regulations.

(*b*) The Science of Education, including Applied Psychology and Ethics, Child Study, and General Methodology; the History of Education; Special Methodology; and School Organization and Management.

(*c*) Supervised Observation in the Model Schools, also in the affiliated Rural Schools of the adjoining county or counties.

(*d*) Supervised Practice-teaching in the Model Schools.

2. For teachers-in-training of both Grades A and B, the main details of the courses shall be the same. The provision in Reg. 15 below refers to Grade B. The courses for Grade A shall be more intensive than those for Grade B.

Teachers-in-training belonging to Grade A are required to have made themselves familiar with Bett's "The Mind and its Education," and McMurry's "The Method of the Recitation," before entering the Normal School.

### Order of the Courses

#### Introductory

15. (1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order, having due regard to the requirements of Grades A and B respectively:

(*a*) The introduction to the Science of Education (p. 12), and those parts of the Applied Psychology, and Child Study which bear most directly upon General Methodology, the prime essentials of which shall be discussed in this connection. To this course shall be added a discussion of the functional value, as defined herein, of each of the Normal School courses.

(*b*) A course of Observation in the different forms of the Model Schools.

One lesson a day shall be given in the course in (*a*); the total number being about twenty-five; and the number of introductory Observation lessons not exceeding ten.

#### Sessional

(2) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as the special qualifications of the members of the staff will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School programme. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(*a*) On the professional side, after the completion of the Introductory Course [15 (1)], the course in the Science of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first three times a week until finished. The History of Education should not be taken up until after Christmas.

(*b*) The total number of periods for each of the professional subjects should be as nearly as practicable as follows:

The Science of Education, including the Introductory course, 70; School Organization and Management, 65; the History of Education, 32; Manners, 5.

(*c*) The number of lessons per week for each of the professional and academic subjects shall be, as nearly as practicable, as follows: Mathematics, 3; English (Grammar, Literature, History, Language and Composition, Spelling, and Reading), 7; Science (Physics, Chemistry, Biology, Geography, and Physiology and Hygiene), 5; Art, 2; Music, 2; Manual Training, 1½; Physical Training, 1; Writing and Book-keeping, 1; Domestic Science, 1½; Literary Society, 1; Observation and Practice-teaching, (minimum) 4; Religious Instruction, 1.

(3) The foregoing principles of selection and order should also be observed in the Special Methodology and the academic treatment of the other subjects of the course:

(*a*) In the Mathematical group, Arithmetic should be taken up before Algebra and Geometry, being taken three times a week for about the first six months. It should then be continued with one lesson a week to the end of the session, the other two periods being given to the special methodology of Algebra and Geometry.

(*b*) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading should respectively be related in organization as are the subjects of the mathematical group; Geography, Language and Grammar, and Phonics and Voice Culture preceding in their respective groups.

(*c*) In the Science group, the Biological side should be given special attention during the Autumn and the Spring, and the Science subjects should be taken up first from the Nature Study point of view. On account of their relations to parts of the courses in Art, Domestic Science, and School Management, suitable introductory courses bearing directly on these subjects should be provided in Chemistry and Physics. So, too, on account of its basal relations to Psychology, Physical Training, Music, and School Management, the course in Physiology should be taken up at the beginning and completed as soon as practicable.

(*d*) The courses in Music, Art, Writing, Physical Training, Literature, Manual Training, and Domestic Science should continue throughout the session.

(*e*) Short courses should be provided at the beginning of the session in Spelling and Manners; and, toward the close, in School Law and Regulations.

**Observation and Practice Teaching**

16. (1) The Introductory Courses provided for in Regulation 15 shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 40 and of Practice-teaching lessons 25 for Grade B, and 20 for Grade A teachers-in-training, but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (*a*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time.

(*b*) At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) (*a*) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(*b*) The Observation and Practice-teaching lessons provided for in the logical development of the Normal School course shall be supplemented by other lessons in such forms of the Model School as may be available.

(*c*) Continuous Practice-teaching for several periods toward the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(*d*) Teachers-in-training shall be available as substitutes in the Public or Separate Schools of the locality (urban or rural) in which the Normal School is situated, subject to arrangement with the Principal of the Normal School.

(4) (*a*) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(*b*) After observing the lesson, they shall submit a report upon it to the Model School teacher concerned.

(5) (*a*) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson, by the Model School teacher after consultation with the Normal School Master concerned.

(*b*) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the Model School teacher concerned.

(6) (*a*) Model lessons shall be taught by the teachers of the Model School in accordance with the regular programme of the Model School.

(*b*) The Normal School masters in charge of the academic work in a subject shall develop its details in their teaching order, and after each suitable step, shall also themselves teach model lessons in special Public School classes both in the Normal School and in the Model School itself. At these lessons, the Model School teacher in charge of the subject shall be present.

(7) (*a*) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by both the Normal School Masters and the Model School teachers in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth. From time to time the Master in charge of the Science of Education should formally illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable, it shall be the duty of the members of both the Normal School and the Model School staffs, in accordance with the time-table, to be present at the Observation lessons and Practice-teaching of the teacher-in-training and to make jointly the criticism and the valuation of his work.

(8) Concerted work on the part of the Normal and the Model School shall be secured by frequent conferences of the staffs of both schools, especially at the beginning of the session.

## Details of Courses

### Science of Education

17. The object of the course in the Science of Education is to provide the teacher with a working conception of the nature of education which will be useful to him in forming ideals and determining procedure, to give him a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy. The course, which shall be as *practical* as possible, includes Applied Psychology, Child Study, and General Methodology.

#### Introduction

18. *The Aim of Education*: Provisional statement of the aim of education to be used as a working definition.

*Function of the School*: Function of the School in directing the development of the child's experiences during the plastic period; relation of the school to other social institutions, the home, the church, the state, the vocation.

*Subject of Study*: School studies as typical forms of experience that the race has found valuable in meeting its needs; basis for determining the functional value of a subject in a course of study.

*Methods of Instruction*: The purpose of method; necessity for basing methods of instruction on a knowledge of the characteristics and the conditions of mental life; the problem of method a psychological problem. A preliminary outline of the general principles of method.

Books of Reference:—

McMurry: *The Method of the Recitation.* 75 cts.

Bagley: The Educative Process.

### Applied Psychology

19. *Problems and Methods of Psychology*: The subject matter of Psychology; the essential characteristics of mental life; contrast between mental and physical phenomena; "stream of consciousness" and its "contents"; knowing, feeling, and willing; their interdependence.

Methods of studying the facts of mental life; the meaning of introspection; the limitations of introspective methods; methods of observing and interpreting the expressive signs of mental life; the attitude of the teacher as an observer; the place of experimental methods.

*Nervous System and Mental States*: Body and Mind, general nature of their connection; illustrations to show that mental life is dependent on physical conditions; outline study of the structure and functions of the nervous system in so far as it is related to mental processes; relation of mental growth to the development of the nervous system; conditions of sensory and motor development, development of the nerve centres through natural growth and through use; effects of disuse on nerve cells; connection between sensory and motor action; development of nerve connections; the "reflex arc"; automatic and reflex acts; the process of the growth of motor control; importance of a knowledge of the growth of the nervous system to the teacher.

*Instincts*: The place of natural tendencies in the development of mental life; the nature of instincts; outline study of some of the more important human instincts; transitory character of many instincts; necessity for utilizing instinctive tendencies at the time of their appearance; the adaptation of the subject-matter of instruction to the stage of natural development of the child; the dangers of introducing subjects too soon or too late; useful and injurious instincts; methods of strengthening and modifying instincts through use, and of weakening or eliminating them through disuse, substitution or repression; transformation of intincts into habits.

*Habit*: Nature of habit; physical basis of habit; the functions and limitations of habit; the dangers of mental "fossilization"; the relation of habit formation to school studies, especially those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; pedagogical rules for the formation of new habits or the breaking up of old ones.

*Interests*: The nature of interests; interests as tendencies to thought and action.

Interests as an end to be sought in education; the importance of the cultivation of desirable and suppression of undesirable tendencies; instinctive interests; a classification of the more common instinctive interests; the relation of acquired to instinctive interests; the reciprocal character of knowledge and interest; growth of purposes and plans from natural instincts.

Interest as a means in education; tendencies as the starting points in acquisition of knowledge or the formation of habits of action; practical teaching rules for applying the principle of interest in gaining knowledge; the relation of interest

to effort; distinction between the interesting and the easy, and between the interesting and the pleasurable.

*Capacities and Activities*: Examination of some of the more fundamental capacities.

Sensitivity: The relation of sense impressions to the growth of knowledge. Retentiveness: The importance of retention in the growth of experience; conditions of retention. Relating activity: First steps in thinking; dissociation, discrimination, and association as activities. Expression: Process of giving significance to motor movements; relation of impression to expression.

The development of capacities through experience; the place of formal discipline as an end in education.

*Apperception*: Mental states or acts as dependent on original tendencies and previous experience; the development of mental life as conditioned on the interaction of the "old" and the "new"; learning as the development of experience into experience; necessity for making experiences meaningful; the process of interpreting the new in terms of the old; the necessity for studying the child's tendencies and capacities in selecting and presenting the subject matter of instruction; significance of the pedagogical maxim, "Proceed from the known to the related unknown."

*Attention*: The nature of attention; the selective character of attention; meaning of concentration of attention, dispersed attention and inattention; conditions of non-voluntary, or spontaneous attention; the relation of habit to attention; methods and devices for securing spontaneous attention; the conditions of voluntary attention; growth of purpose and plans; the importance of an aim on the part of the learner; the development of aims and ideals as an end in education; methods of securing voluntary attention; the application of the law of derived interest to school studies; the relation of voluntary to non-voluntary attention; gaining and holding attention; physical conditions favourable and unfavourable to attention.

*Sensation and Perception*: Sensation as a mental process: the physical conditions of sensation; classification of sensations: sensation qualities; the nature of perception; the presented and reproduced factors in perception; the functions of sensation and perception as forming the basis for thought; the development of perception; the growth of percepts in richness and definiteness through the detection of new features connected with old things; the meaning of observation; the relation of observation to alertness and keenness of sense activity and to knowledge, interests and purposes; methods of cultivating habits of observation.

*Imagination*: Relation of imagery to sensory experiences; the function of imagery in interpreting the present by the past and in forming aims, purposes, and plans; power of imagery as varying in different people; types of imagery; the reconstruction of images; reproductive and productive imagination; their relation to each other; simultaneous association of images, as in perception; successive association of images in the train of thought: laws of association: physical basis of association; training the imagination as involving the storing of the mind with a rich stock of usable images and giving facility and dexterity in grouping images into new wholes for the sake of a definite purpose; school studies and activities as a means of training the imagination; study of children for the purpose of determining the "mind stuff" in which they think.

*Memory*: The characteristic features of memory; the relation of memory to reproductive imagination; retention, recall and recognition as factors in memory; characteristics of a good memory; recency, vividness, frequency and association as factors in efficient recall; training of memory; cultivation of memory as improve-

ment in methods of recording facts; methods of securing vividness of original impression; relation of attention to retention; rules or proper use of repetition; methods of securing association and organization; cramming and its effects.

*Thinking*: The importance of consciousness of meaning in the development of mental life; meaning dependent on relations; thinking as the process of grasping relations; thinking of the child and the adult compared; analysis of conceptional thinking; nature and growth of a concept; the place of the image in conception; the relation of conception to language; judgment as a phase of thinking; sound judgment as an end in education; reasoning as purposive thinking; deductive reasoning; inductive reasoning; the interrelation of induction and deduction; principles involved in training in thinking; school studies as a means of training in thinking.

*Feeling and Emotion*: Various uses of the term feeling; feeling as the tone of a conscious state; qualities of feeling; relation of feeling to cognition and to motor reaction; nature of emotion; relation of emotion to instinct and to feeling; conditions upon which the appearance of emotion depends; functions of feeling and emotion, their influences on attention, judgment and effort; outline study of some of the more significant emotions; directions along which emotional development should take place; place of habit in emotional development, the growth of moods, sentiments, temperaments, and dispositions; significance of school studies and activities in the growth of feeling and emotion.

*Will*: Involuntary and voluntary action compared; a voluntary act as the attentive selection of one way of action as against another; the place of deliberation, effort and choice in a voluntary act; factors in a well-balanced will; study of volitional types which vary from the normal, such as, the impulsive type and the obstructed will; relation of involuntary action to voluntary in the training of the will; methods of developing normal will through the activities of the school and the home; methods of dealing with abnormal types of will; education in its relation to conduct; elements involved in normal training; the function of the school in moral training; effects of methods of instruction on morals; moral effects of school studies; value of specific moral instruction; character development as the full aim of education; factors in character development; the function of the school in character development.

Books of Reference:—

Betts: *The Mind and its Education*, $1.00.
Angell: Psychology.
Halleck: Education of the Central Nervous System.
James: Talks to Teachers.

### Child Study

20. The object of the course in Child Study is to enable the teacher-in-training to adapt intelligently his methods in each subject to the child's mind at the different stages of its growth. The course includes the following topics:—

The scope of Child Study; methods of investigation; importance to the teacher of the study of the child mind. Physical growth and development during infancy, childhood, and adolescence. Mental development during the same periods. Mental types and variations from normal mental conditions. Differences in individual children. The study of children along the lines suggested in the course in Applied Psychology.

Book of Reference:—

Kirkpatrick: Fundamentals of Child Study.

### General Methodology

21. The object of the course in its final stage is to gather up the main facts and principles bearing most directly on methods of instruction which have been developed in connection with the various topics in Applied Psychology and Child Study; and, by dwelling on connections and relations, to organize the whole into a comprehensive and logical system of general Methodology [See 15 (1) (*a*)] and so to form a basis for the Special Methodology. The course includes the following topics:—

*The Problem of General Method*: The relation of general method to special methods and teaching devices; the relation of method to subject matter.

*Planning for the Lesson*: Principles to be observed in dividing the subject matter into topics or units of instruction; the adjustment of the lesson to the tendencies, needs and capacities of the pupils; the relation of the lesson to previous work and to the stage of development of the pupils; necessity for the teacher to study the class as well as the subject matter of the lesson.

*Means of Presentation of the Lesson*: Lecture, text-book, and question-and-answer methods of presentation; advantages and limitations of each; graphic representation as a means of presentation; diagrams, etc.; nature and functions of objective teaching; limitations of objective teaching; principles governing successful use of objects, pictures, models, maps, etc.

*The Aim of the Lesson*: Aim of lesson from the teacher's standpoint; aim of lesson from the pupil's standpoint; tendencies as the starting point in the growth of knowledge or the acquisition of skill; relation of the child's interest to native instincts and capacities and to the development of aims and purposes; the relation of interest to self-activity; the use of interest in the school-room; the normal attitude of the learner as an attitude of inquiry; the necessity for connecting the lesson with some pre-existing need of the child or of making it fit into some of his purposes or plans; the place of the statement of the aim of the lesson; the nature and purpose of the preview.

*Preparation of the Class for the Lesson*: Necessity for revival and reconstruction of the old experiences of the pupil in giving meaning to the new lesson; the aim of the lesson as a purpose in the recall of old experiences; means of recalling and utilizing old experiences in the presentation of the new lesson; "preparation" as a formal step in method.

*Development of the Lesson*: The effect of the preview, the statement of the aim and the preliminary stage of preparation to fix in the mind of the learner a vague mental whole within which mental movement in the lesson takes place; the purpose of the development of the lesson to give definiteness to this whole; the development as a process of analysis, focusing attention on particular phases within the whole, and of synthesis, instituting relations among these particulars: typical illustrations from varied subjects to show the meaning and the universality of application of this principle; the interdependence of analysis and synthesis; learning as an analytic-synthetic process; the place of comparison and contrast in the development of the lesson.

The analytic phase in learning; the principle of selection of relevant analysis; the place of sense-perception, telling and inference in the development of individual notions; meaning of "analytic methods" of teaching.

The synthetic phase in learning; the adaptation and use of selected material; the development and application of universal notions; meaning of "synthetic methods" of teaching; inductive and deductive methods of teaching; "presenta-

tion," "comparison," "abstraction," "generalization," and "application," as formal steps in instruction.

*Expression as a Stage in Method*: Necessity for expression as a stage in rational method; interdependence of impression and expression; the importance of this interdependence as the basis for the constructive side of school work.

*Typical Lesson Forms*: The study lesson; the recitation lesson; the development lesson; the drill lesson; the review lesson; the construction of lesson plans.

*Teaching Devices*: Use of questioning in the development of the lesson; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations; their office and value; uses of the blackboard.

Books of Reference:—

McMurry: *The Method of the Recitation,* 75 cts.
Bagley: The Educative Process.
Thorndike; Principles of Teaching.

### History of Education

22. The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development and of the merits and the defects of educational theories. It presupposes an historical background and discusses movements rather than individuals. The course includes the following topics, and deals only with the most important points:—

*Education Prior to the Fifteenth Century*: A *very brief* survey of significant movements, with reference to the following topics: Education among primitive peoples; education in Sparta and Athens, the idea of a liberal education; education in Rome, the idea of practical education; education and monasticism, education and chivalry, the early Universities.

*The Renaissance*: The relation of the Renaissance to modern civilization; its origin and educational significance; Erasmus, Vittorino da Feltre, and Sturm; influence of Renaissance upon subject matter, methods, and purposes of schools; humanistic conception of education: humanism and realism.

*Reformation and Counter Reformation*: The Reformation and the Renaissance; Luther and elementary education in Germany; Schools of the Jesuits and other religious Orders.

*Realism in Education*: Verbal realism as represented by Rabelais and Milton; social realism as represented by Montaigne; sense realism as represented by Bacon, Mulcaster and Comenius.

*Education according to Nature*: Development of the new conception of education; Locke and Rousseau.

*Modern Educational Theories and Movements*: Pestalozzi and the elementary school; Herbert and Methodology; Froebel and the Kindergarten; Spencer and scientific tendencies in Education; education as social adjustment; public education in Great Britain: the development of public education in Ontario.

Books of Reference:—

Monroe: *A Brief Course in the History of Education,* $1.00.
Quick: Educational Reformers.
Kemp: History of Education.

### School Organizations and Management

23. The object of the course is to give the teacher, in the light of the Science of Education, a knowledge of the technique of school management and organization which will enable him to secure the smooth and efficient working of his school. The course includes the following topics:—

*School Management*: Its scope and its return to the Science of Education.

*The Teacher*: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of broad sympathies, of sense of responsibility, and of earnestness of purpose; the teacher's relations to the principal, inspector, trustees, parents; his civic and social duties; his personal power and influence in the school and in the community; his daily preparation for teaching; the care of his health.

*Classification*: Principles governing the classification of pupils in the school; the advantages and disadvantages of graded and ungraded schools; number and size of classes in urban and rural schools; common defects in class instruction; effects of over-teaching; advantages of class instruction; defects of a rigid class instruction; the value of the individual system; examination of various methods of promotion; the division of subjects and pupils among the several teachers in graded schools.

*Daily Programme*: Its purpose and value; principles involved in the construction of a time-table; seat work; individual blackboard work; question of fatigue; typical time-tables for graded and for ungraded schools; registration and school records.

*School-room Routine*: Chief varieties of mechanizing routine; their advantages and disadvantages; the appointment and duties of monitors; fire drill.

*Desirable School Habits*: Methods of securing desirable school habits such as punctuality, neatness in person and in work, accuracy, quietness, industry, obedience, etc.

*Order and Discipline*: Characteristics of good order; the relation of authority to discipline; the chief elements of governing power; rules, their value and enforcement; common faults and how to avoid them; discussion of methods of dealing with typical offences; the relation of incentives and penalties to order and discipline; co-operation of school and home in matters of discipline.

*School Incentives and Penalties*: Classification of incentives; the effects of each on school work and on health and character; the values of punishment; characteristics of judicious and injudicious punishment; the discipline of consequences.

*Physical Education*: Relation of physical to intellectual development; importance of change of work; value of play and games; organized and unorganized play.

*The School Premises, and School Hygiene*: The Grounds; situation, aspect, area, drainage, ornamentation, protection, water-supply, its sources, impurities, modes of purification. Location, structure, and supervision of out-buildings. (See Departmental Circular.)

*The School House*: School architecture, size, shape, and suitability of rooms, hall, etc., importance of proper lighting; how to secure proper lighting, position of pupils with reference to windows; heating, warming by stoves, by hot air, by hot water, by steam, the advantages and disadvantages of each method, the jacketed stove; the thermometer, the hygrometer; fire-escapes and like appliances; ventilation; necessity for good ventilation; signs of vitiated air, moistening of air, quantity of fresh air needed, different methods of ventilation; furniture and equipment; desks and seats; necessity of adjusting the height to the pupil; blackboards, their

size, situation, and kinds; cloak rooms and clothing; maps, globes, library, and other necessary apparatus and equipment; pictures and decoration of walls. (See Departmental Circular, No. 33, and XVIII below.)

*School Law and Regulations*: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

The following should be emphasized:—

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. (P. S. Act, section 85 and form of agreement.)

NOTE.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school. (P. S. Act, sections 6, 7, 8, 9, 82, 84, 87, 99, 116; and Instructions 12, 13 and 14.)

Regulations and Course of Study of the Public Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors, etc. (P. S. Act, sections 49-54, 59, 63, 66, 72, 75-81.)

Non-resident pupils and the charging of fees. (P.S. Act, Sections 70, 71.)

Penalties and prohibitions regarding the buying and selling of text-books and school supplies. (Department of Education Act, section 28; P. S. Act, section 112.)

The Ontario Public Health Act, and Regulations, so far as they pertain to teachers, pupils, and the school.

BOOKS OF REFERENCE:—

Bagley: Class Management.

White: School Management.

Landon: Principles and Practice of Teaching and School Management.

Schools Acts and Regulations.

### Special Methodology

24. The object of the course is to prepare the teachers-in-training for intelligently observing and teaching in all grades of the Model Schools, by enabling them to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method. The work in the special method of each subject is introduced by a few lessons of a general character, embracing the application of the principles of general Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the Public School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction, concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public School Programme of Studies, the provisions of which shall be constantly kept in mind.

General Books of Reference:—

*Regulations and Courses of Study of the Public Schools.*
*The Public School Manuals.*
Carpenter, Baker and Scott: Teaching of English.
Chubb: Teaching of English.
MacClintock: Literature in the Elementary School.
Arlo Bates: Talks on the Writing of English.
Arlo Bates: Talks on the Teaching of Literature.
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.
Coulter: Practical Nature Study.
Geikie: Teaching of Geography.
Arnold Foster: This World of Ours.
Morang & Co.: The Study of Geography.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Annandale: The Concise Imperial Dictionary.

### I. Language and Composition

25. The special object of the course in Language and Composition is to prepare the teacher to train his pupils to speak and to write good English as a fixed, unconscious habit. The course includes the following topics:—

The importance of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force and grace of expression.

*Oral and Written Composition*: Their relation: how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

*Methods in Oral and Written Composition*: Methods of encouraging pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; method of correcting common errors; relative value to pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home work in written compositions; method of correcting compositions; value of re-writing.

*Mechanics of Written Composition*: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

*Materials for Written and Oral Composition*: Principles governing choice of topics; gathering, selecting and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary, and of places, operations and processes of personal interest; striking incidents in the history of the families of the pupils; pictures suggestive of stories, school games, auto-

biographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto.

### II. Reading

26. The special object of the course in Reading is to prepare the teacher to train his pupils to get the writer's thought and feelings (*intelligent reading*) and to communicate them to the listener so that he may appreciate them (*intelligible reading*). The course includes the following topics:—

*The Scope of Reading*: Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture.

The processes involved in reading: The relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea.

*Forms of Reading*: The function and value of silent reading; sight reading, dramatic reading, elocution, declamation.

*Methods in Reading*: Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages; expression to be based on impression; the objects of advanced reading; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

*Mechanics of Vocal Expression*: The necessity for attention to the principles of vocal expression; time, inflection, pitch, force, quality, pause, phrasing, emphasis, stress; and to exercises for rendering the organs of speech subservient to the will—vocalization, articulation, breathing, development of chest and lungs, vocal training for pure tone; the connection between the reading lesson and the singing lesson.

### III. Spelling

27. The special object of the course in spelling is to prepare the teacher to secure accuracy in the mechanism of written word-expression. The course includes the following topics:—

*Scope of Spelling*: Its correlation with other subjects; nature and origin of peculiarities of English orthography; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

*Methods of Spelling*: Necessity for teaching, not merely testing spelling; examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

*Materials for Spelling*: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling book.

### IV. Literature

28. The special object of the course in literature is to prepare the teacher to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling. The course includes the following topics:

The nature and elements of literature.

*Selection of Subject Matter for Literature Lessons*: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of general works for pupils in the highest forms; complete wholes *versus* extracts: the correlation of literature with nature study, geography, history, etc.

*Methods in Teaching Literature*:—Methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the extensive and intensive study of literature; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well: the futility of attempts to develop formally the critical sense.

*Lesson Procedure*: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography and the experience of the pupils have a place here; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts and feelings to the unity of the whole, the main thought and feeling of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

*Examinations in Literature*: Difficulties of examining in literature; specimen examination questions.

*Teacher's Preparation*: Special importance of teacher's own qualifications, a class course in Literature, in part based on the poetic selections in the Readers; the literary study of portions of the Bible prescribed by the Department of Education; sessional private reading courses for teachers-in-training; suggestions for their future reading.

*School Library*: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

**Note.—Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal. Religious instruction by local clergymen of the different denominations is provided in each Normal School.**

### V. Grammar

29. The special object of the course in grammar is to prepare the teacher to train his pupils in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure. The course includes the following topics:—

Meaning of English Grammar; the relation of grammar to speech; correlation with other subjects; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Forms II and III.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; elementary etymology, the derivation and composition of words.

### VI. History

30. The special object of the course in history is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country. The course includes the following topics:—

*The Scope of History*: The correlation of history with other subjects, especially geography; the special value of Canadian and British history: the proper perspective in the development of the subject; arts enlarged in the academic review; what makes an event important.

*Methods*: The recitation, its form and purposes, the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc., of readers, of source books, of the text-book, and of current journals and periodicals.

*Stages in the Course*: Special necessity for the adaptation of the teaching of history to the pupil's growing knowledge and logical capacity. The picture and story stage, a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage; an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of causal relations and of the origin, development, and inner life of our institutions.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of aborigines, current history, pioneers, local history.

Characteristics of peoples, as those of the United States, Japan, China, Germany, France, Italy, Quebec.

*Biography*: The natural attractiveness of biography: the relation of biography to history: the effects of a study of biography on the development of character: selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

*Civics*: Ends to be kept in view in teaching civics: consideration of work to be undertaken in civics: study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of routes and means of transportation, etc., study of present forms of civic institutions.

*Epochs*: Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

*Supplementary Material*: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the flag.

### VII. Geography

31. The special object of the course in geography is to prepare the teacher to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs. The course includes the following topics:—

The scope of geography; its relations to other subjects, especially to nature study, history, and elementary science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and disintegration; origin, formation and composition of soils; distribution of mineral deposits, not overlooking local deposits of building material, as marl, limestone, brick, clay, and sand, and also of plant and animal life; the relation of the earth to other heavenly bodies; weather and climate; man's relation to the rest of the world; interdependence of nations; commercial and political geography.

*Methods*: Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, lantern slides and stereoscopic views; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (see course in elementary science; excursions in connection with the observations in local geography; interschool correspondence; the use of reference library, books of travel, geography readers, newspapers and periodicals, etc., common mistakes in teaching geography and means of avoiding them.

### VIII. Nature Study and Agriculture

32. The special object of the course in nature study is to broaden and deepen the teacher's sympathies and interests, and, through him, those of the pupils, by training him to observe and interpret the common phenomena of the world about him. The course includes the following topics:—

The character and scope of nature study; its relation to formal science; its correlation with other subjects.

*Materials for Nature Study*: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories, literature, etc.

*Methods in Nature Study*: Nature study as a method: special characteristics of a typical nature study lesson; uses and limitations of records of observations; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study; the relation of feeling to knowledge in nature study work.

*School Gardens*: The purpose of school gardens; school gardens as a phase of

nature study work; their relation to agriculture and horticulture; the discussion of the purpose and possibility of the study of agriculture and horticulture in urban and rural schools; care of school gardens.

Practice in planning and plotting a garden; planning school grounds for tree planting in accordance with the principles of landscape gardening; preparation and planting of experimental plots in the school grounds to illustrate the benefits of rotation, fertilizing, spraying, mulching, etc.

NOTE.—Teachers-in-training should make frequent excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc. Besides acquiring experience in planning and planting gardens, teachers-in-training should visit schools where successful garden work is being done.

### IX. Elementary Science

33. The special object of the course in elementary science is to give the teacher a better appreciation of its general principles, a more accurate knowledge of its facts, and greater familiarity with apparatus; so that he may be able to teach natural and experimental science systematically. The course includes the following:—

The scope of the experimental and natural sciences; their correlation with other school studies.

A comprehensive and practical review of the course in elementary science prescribed for the Lower School of High Schools, the emphasis in experimental science being placed on those facts and principles of chemistry, mechanics, heat, sound, light, and electricity which are essential to the understanding of common natural phenomena.

The construction of simple apparatus. (See Manual Training course.)

*The Microscope*: Its construction and use: selection and preparation of material for microscopic work, having direct reference to bacteriology—a short course.

*Methods of Teaching*: The meaning and value of observation and experimentation; inductive and deductive methods of investigation; the place of class room discussion; demonstration by the teacher and laboratory work by the pupil; the use of note-books and text-books.

NOTE 1.—The work in Elementary Science should be carried on through class-room discussions and laboratory work, with emphasis on the latter. Teachers-in-training should become familiar with methods of experimentation and should attain skill in instrument manipulation. They should also be required to keep neat and accurate records of observation and experimental work.

NOTE 2.—In both the Nature Study and the Elementary Science course the subject matter of biology should receive more attention than that of physics and chemistry, which are subjects of the July Entrance Examination. The course in nature study is of more importance than that in experimental science.

### X. Arithmetic

34. The special object of the course in arithmetic is to improve the teacher's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the calculations and computations which their future life may render necessary. The course includes the following topics:

The scope of arithmetic; its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value as training in logic.

The origin of number as the result of the necessity for the valuation of limitation of quantity by measurement; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

*Methods in Arithmetic*: Analysis and synthesis, induction and deduction,—compared, illustrated and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy, and speed in computation; the importance, place and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic.

A thorough treatment of the various arithmetical operations and their applications with special stress upon the requirements of teachers engaged in public school work. This should include the following:—

Counting, measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures, notation and numeration; addition tables, exercises, devices; subtraction—by decomposition, by equal additions, and by complementary additions; multiplication—relation to other operations, tables, exercises, factors; division—short and long, factoring, cancellation, division by factors; measures and multiples.

*Fractions*: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

*Applied Arithmetic*: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, spheres and cones; square root.

### XI. Algebra

35. The special object of the course in algebra is to familiarize the teacher with its fundamental conceptions and to prepare him to present the various processes of the subject in the most effective way. Having regard to the fact that algebra is arithmetic generalized, its special object is the same as that of arithmetic, and, as the examination therein has usually been more recently passed than that in arithmetic, the professional side should receive most attention.

The scope of algebra: when the subject should be introduced.

Relation of algebra to arithmetic; a comparison of the nature and application of its symbols and operations with those of arithmetic; the equation as a means of connecting the subject with arithmetic and of introducing its symbols; the origin and explanations of algebraical symbols; the relation of algebra to geometry.

The use of induction, deduction, and mathematical induction in algebra.

*Methods of Teaching* algebraic notation, addition, subtraction, multiplication, division, formulæ, factoring, measures, multiples, fractions; testing algebraic operations by "checking."

*The Equation*: Its nature; identities; the solution of equations of one and of two unknowns, and of easy quadratics; the mathematical axioms employed in these solutions; the interpretation of results; the equation applied to the solution of problems; comparison, where possible, of algebraic with arithmetical solutions.

### XII. Geometry

36. The special object of the course in geometry is to prepare the teacher to train his pupils to attain skill in the use of instruments, in accurate measurements, and in drawing; and, through these, in inductive and deductive reasoning. As in the case of algebra, the professional side should receive most attention. The course includes the following topics:—

The scope of geometry; when it should be begun; methods of treatment—inductive and deductive; the relation of inductive geometry to deductive geometry; the inductive course for beginners.

Method of introducing the definitions.

The use of simple instruments, compass, protractor, divider and set square, in the measurement of lines and angles; the construction of lines and angles of given magnitude; the construction of geometrical figures.

The inductive method of proving some of the leading propositions of Euclid, through the accurate construction of figures; the deductive application of principles reached through induction.

Throughout the course, accuracy in construction shall be insisted upon as co-ordinate with exactness of thought.

### XIII. Writing

37. The object of the course in writing is to train the teacher to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject. The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

A brief outline of the different methods of teaching the subject.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability. Business forms, including bills, receipts, promissory notes, cheques, drafts.

A brief review of the Lower School course in book-keeping, also affording practice in writing.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

### XIV. Art Work

38. The special object of the course in art is to give the teacher such a knowledge of the subject, such a training of his æsthetic nature, and such facility

in the use of art as a means of expression as will enable him to develop like tastes and powers in his pupils. The course includes the following topics:—

The scope of art: art as a mode of expression and a means of æsthetic culture; its correlation with other subjects in the school course.

*Freehand Drawing*: How to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical, and rectangular solids, illustrating the principles of freehand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories; pose drawing.

*Blackboard Drawing*: The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression.

*Water Colours*: Theory of colour: the solar spectrum; the six standard colours, red, orange, yellow, green, blue, and violet; the intermediate hues, red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet; the tints and shades of each colour in graduated scales; the pigmentary theory; primary, secondary and tertiary colours; complementary colours; colour harmony, dominant, analogous, and complementary; the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

*Decorative Design*: The principles that determine the rhythm, balance, and harmony of tones, measures, and shapes: borders, surface designs, designing of Christmas cards, programmes, book covers; lettering; designs to be done in neutral value first and then carried out in colour.

How to study a picture; the critical study of a few masterpieces of painting.

Books of Reference:—

Prang's *Text Books of Art Education*: 7 books, $2.40.
Prang's Art Education for High Schools.
Prang's Drawing Course.
Atkinson, Mentzner and Grover: Applied Arts Drawing Books.
D. C. Heath & Co. The Parallel Course Drawing Books.
H. W. Poor: How to Draw.
Practical Drawing: Arts and Crafts Course—8 parts.

### XV. Manual Training

39. The special value of the course in manual training is to train the teacher to appreciate the educational value of various forms of constructive work, and to select and use in the most effective ways constructive exercises in the varying conditions of urban and rural schools. The course includes the following topics:

The scope of manual training; its correlation with other subjects in the curriculum; the selection of exercises based on the requirements of the school and the home: outlines of courses in the different forms of hand work. The practical course includes the following with concurrent methodology:—

*Handwork for Primary Grades*: Typical forms of constructive work adapted to the capacities of children in the lower grades, including weaving, elementary paper and cardboard work and modelling.

*Drawing*: A short course in mechanical drawing with and without instruments; plans and blue prints.

Advanced cardboard work; book-binding, simple repair of books; trimming and mounting of pictures.

*Modelling*: Materials used for modelling and how these are kept; modelling natural forms; plotting; modelling as a means of teaching geographical concepts; supplementing observation of the topography of school neighbourhood; supplementing word pictures in readers, etc.; models used in conjunction with drawing, etc,; in teaching principles of design.

*Woodwork*: Tools and how to keep them in good working order; designing; a short course in bench work; uses of woods and their suitability to such uses.

The construction of simple forms of school apparatus in wood, metal, glass, and their combinations.

Co-operative exercises in the above forms of work.

### XVI. Household Science

40. The special object of the course in Household Science is to enable the teacher to relate the work of the school to the activities of the home. It is a form of Manual Training, and possesses the same educational value. The course includes the following topics, with concurrent methodology, the elaboration of the details depending upon the time available:—

The scope of Household Science; its correlation with other subjects in the school course.

*The House*: Purpose: location; general ideas concerning use and furnishing of the rooms; methods of cleaning, including principles of laundering.

*Foods*: Elements of food required by the body; sources, food value, and digestion of these; analysis of common foods—milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility, and flavour.

*Cookery*: Principles of combustion: construction and care of stoves; fuels; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, frying, baking; food combinations; flour mixtures; lightening agents used in these; table service.

*Bacteriology*: Occurrence and nature of bacteria; sanitation based on this knowledge (necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection); preservation of foods.

*Home Nursing*: The ideal sick-room (location, furnishing, ventilation, heating, care): care of the patient (bath, bed, clothing, and food).

*Sewing*: Study and application of different stitches, basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herringbone, feather-stitching, mending, darning (different kinds), button holes, mitred and square corner, hemming, doll's apron.

### XVII. Music

41. The special object of the course in music is to train the teacher in the use of music as a means of self-expression and of æsthetic culture. The course includes the following topics:

*Tune*: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

*Time*: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times: the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

*Ear Training*: Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

*Voice Culture*: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

*Songs*: The study of songs suited to the requirements of pupils in all grades of public and separate schools, with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices.

*Notation*: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

*Vocal Physiology*: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal cords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

*Methods*: Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations shall be acquired; also of the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

**Note.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students. If a candidate is unable to teach music this fact will be stated in the Second Class certificate.**

### XVIII. Physiology and Hygiene

42. The object of the course in physiology and hygiene is to train the teacher in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings. The course includes the following topics:—

*School Hygiene*: School sanitation. (See under School Management.)

*Communicable Diseases*: Common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; sanitary legislation; duties of the teacher.

*Personal Hygiene* (with the necessary minimum of anatomy): Framework of the body; spinal curvature, its causes. Digestive system; foods, care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

The eye: Its physiology and hygiene; lighting; myopia and presbyopia; affections produced by improper accommodation; colour blindness; tests for defective eyesight.

The ear, the nose, and the throat: Their physiology and hygiene; ear and throat troubles, causing dulness in pupils; tests for defective hearing and breathing.

*Accidents and Emergencies*: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

### XIX. Physical Training

43. The special object of the course in physical culture is to enable the teacher to make proper provision for the physical training of his pupils. With physiology and hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movement. To this end the teacher-in-training should be made familiar with the German, Swedish, French (Delsarte), and American systems of physical training. The course includes:

*Breathing Exercises*: Running, hopping, quick walking.

*Leg Exercises*: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

*Arm Exercises*: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend; movements of raising, swinging, rotation, circling, flexion, and intension.

*Neck and Trunk Exercises*: Flexion, extension, and rotation.

*Free Exercises*: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

*Tactics*: Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

*Special Exercises*: For correcting the individual defects that may be found among children.

*Recreative Gymnastics*: Indoor and outdoor games.

Book of Reference:—

*The Syllabus of Physical Exercises for Public Elementary Schools*, 25cts. The Copp, Clark Co., Toronto.

### XX. Manners

44. A course in manners. Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

Book of Reference:—

*Practical Etiquette.*

## NORMAL MODEL SCHOOLS

45.—(1) The terms of the Normal Model Schools shall correspond with those of the Public Schools in cities. The regulations of the Department of Education with regard to the pupils and teachers in Public Schools shall apply to the teaching staff and to pupils of the Model Schools, subject to any modification that may be made from time to time by the Minister of Education.

(2) The Head Master of each Normal Model School and the director of the Provincial Kindergarten shall act under the direction of the Principal of the Normal School to which their respective departments are attached, and shall be responsible to him for the order, discipline, and progress of the pupils, and also for the accuracy and usefulness of the lessons conducted by the teachers-in-training.

March, 1912.

## NORMAL TEACHERS' TRAINING COURSE AT THE UNIVERSITY OF TORONTO

(Circular No. 42)

### Elementary Household Science

#### Faculty of Instruction

The instruction given will be in the Massey-Treble Household Science Building of the University of Toronto, under the supervision of Miss Laird, Associate Professor of Household Science. The course will last for ten weeks, from April 20th to June 27th, 1912.

#### Regulations and Instructions

This course is provided for Grade A students of the Normal Schools who are successful in passing the April examination, and who intend to teach classes in Elementary Household Science as part of the course of study in rural and village schools.

Applicants for admission are required to pledge themselves to three years' teaching in the Ontario schools (see form of application). Applications are to be handed to the Principal of the Normal School not later than March 21st.

Good health is a condition of admission. Students showing signs of tubercular or nervous troubles will be asked to retire.

Teachers should arrange to reach Toronto on Friday, April 19th; classes will be organized on Saturday morning at 9 a.m. The Avenue Road, Belt Line, and Dupont Street cars may be taken to the building, which is situated on the corner of Bloor Street and Queen's Park.

No fees will be charged for the course. The Department of Education will pay the railway travelling expenses of the teachers-in-training (see below) and will allow $4.00 per week towards the cost of board and lodging. A list of boarding houses will be supplied to each student by the Department along with the card of admission. To secure the foregoing allowance, a certificate of regular attendance signed by Miss Laird will be required by the Department. For residents of Toronto no such allowances will be made.

A *standard railway certificate* should be secured from the ticket agent on the purchase of a single first-class ticket to Toronto. On arrival at Toronto the certificate should be deposited with Miss Laird on the first opportunity. At the close of the term, return tickets will be issued by the railways at one-third of the first-class rate with an additional 25c. for viséing the certificate. A teacher will be allowed for travelling expenses one and one-third times the first-class railway fare from her home with the additional charge for viséing. Charges for sleepers, meals and baggage transfers will not be allowed.

#### Certificates

Certificates in Elementary Household Science, valid in the rural and village Public Schools, will be granted to those students whose work, as represented by regular attendance, laboratory and other practice, and final and other examinations, shows satisfactory progress and ability to teach Household Science in the schools. Students whose work or conduct is unsatisfactory at any time during the session will be asked to retire.

NOTE.—For particulars regarding special grants to teachers and school boards in connection with the teaching of Elementary Household Science, Manual Training, and Agriculture and Horticulture, see the Regulations therefor, which will be sent on application to the Deputy Minister of Education, Toronto.

### Character and Requirements of the Course

The object of the course is to enable the teacher to give instruction in Elementary Household Science in schools which have not a fully equipped department. The instruction is adapted to the needs of the rural school pupil. It should be understood, however, that this course does not provide a full training in Household Science.

The instruction is given by means of lectures and laboratory work and is scientific and practical. The classes are held every week day except Saturday, from 9 a.m. to 12 noon and from 2 to 4 p.m.

Students are required to provide themselves with plain white aprons for work in food laboratories. Dark ones may be worn in household management classes.

A deposit fee of one dollar ($1.00) is required of each student. This amount, minus the cost of equipment destroyed, will be returned at the end of the term.

## Course of Study

### Foods and Their Preparations

(Three Hours a Day)

This course includes an elementary study of foods, the methods of applying heat, the effect of different temperatures on the individual food principles and the cooking of these alone and in combination (vegetables, cereals, fruits, meats, eggs, milk, cheese), the action of leavening agents and the making of batters and doughs. Practice will also be given in planning and preparing simple meals.

### Household Management

(Two Hours a Day)

The House: Planning, furnishing, heating, lighting, ventilation, disposal of waste, etc.

A study of cleansing agents and methods of using them with practical applications in care of room of the house, utensils, linen, etc.

Home Care of the Sick and Emergencies: Care and disinfection of sick rooms, making of beds, making of poultices, immediate treatment of every day injuries, simple bandaging, etc.

### Form of Teacher's Contract with the Department

In consideration of my having received a free course of instruction at the University of Toronto in Elementary Household Science, I hereby agree (health permitting) to teach in the Public or Separate Schools of Ontario for a period of three years, and to give instruction, as far as circumstances permit, along the lines of my special training. In case of my failure to fulfil any part of this agreement I undertake to reimburse the Department of Education for the expense incurred in this course to the extent of $15.00 for each year of the contract unfulfilled, and proportionally for any fraction of a year.

..... Teacher.

..... Witness.

Dated at .....

.....day of ..... 191

March, 1912.

## ENGLISH-FRENCH SCHOOLS

### Certificates, and Summer and Model Schools

(Circular No. 31)

#### Certificates for the Year 1912-13

1. If legally qualified English-French teachers are not obtainable for vacancies in English-French schools, the following shall be the provisions in such cases for the year 1912-1913:

(1) On the recommendation of the Inspector concerned the Minister of Education may renew until, at furthest, July, 1913, the expired and renewed English-French Third Class and District certificates; but, as a condition of such recommendation, the Inspector may require the holder of such certificate to attend an English-French Summer School.

(2) After those mentioned above have secured positions, experienced teachers who are holders of temporary certificates that expire in 1912, or of the Brevet d'Ecole Modèle or Brevet d'Ecole Académique certificates of Quebec, may, on the recommendation of the Inspector, be engaged on either of the following conditions:

(*a*) If they have already attended an English-French Summer School and taught successfully for at least one term, provided always that as a condition of such engagements, the Inspector may require such teachers to attend a second session of an English-French Summer School; or

(*b*) If they attend next July an English-French Summer School and pass the final examination thereof.

(3) Holders of professional Third Class and District certificates (including renewals and extensions) who pass the English-French Model School final written examination, may, on the recommendation of the Inspector under whom they last taught, be granted Third Class certificates, valid in English-French schools for five years from date of issue.

(4) Teachers in English-French schools who, as attested by an Inspector, have taught successfully therein for two years, who have passed the academic examination for Entrance into the English-French Model Schools and who have attended two sessions of the English-French Summer Schools, and passed the final examinations thereof, may be granted Third Class certificates valid in English-French schools for five years from date of issue.

**Note.—In 1913 and thereafter candidates qualifying under (4) above will be required to pass, in addition, the final written examinations of the English-French Model Schools.**

#### Summer Schools

2. For the above classes of students, English-French Summer Schools will be held at Ottawa and Sturgeon Falls, beginning on July 2nd, at 1.30 p.m., and ending on August 2nd, 1912.

3. The Department of Education will pay $3.00 a week of the cost of board and lodging to all teachers, who agree, if successful, to teach in the English-French schools in Ontario, who attend throughout the course at either of the above Summer Schools, and whose ordinary place of residence is outside of a radius of three miles from the school. It will also refund the cost to them of one single Railway or Boat fare and one-third to Ottawa or Sturgeon Falls from the Ontario Railway Station or Wharf nearest their last school.

4. Course of Study and Examinations:—

(1) The Course shall be that prescribed by the Department of Education for the English-French Summer Schools.

(2) The daily session shall be one of four hours and a half, exclusive of recesses. Saturday shall be a half-holiday.

(3) (*a*) Before admission to a course at either Summer School, each candidate shall pass at the School a written examination in English and French Grammar, Composition, and Spelling, and an oral examination in English and French Reading and Conversation, unless the candidate has already passed the examination for entrance into the English-French Model Schools.

(*b*) Each candidate shall submit a certificate that he or she will be seventeen years of age on or before September 3rd, 1912.

(*c*) The examinations prescribed in (*a*) above shall begin on the afternoon of July 2nd, and shall be held by the Principal of the School and an Inspector appointed by the Minister for the purpose.

5. Application for admission to one of the Summer Schools shall be made without delay through the Inspector to the Principal of the Summer School at Ottawa or Sturgeon Falls.

**Model Schools**

6. (1) The next session of the English-French Model Schools for the training of teachers for English-French schools will open at Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill on the 3rd of September, 1912, and close on June 20th, 1913.

(2) There shall be two vacations, as follows:

At Christmas, beginning on December 21st, 1912, and ending on January 6th, 1913; and

At Easter, beginning on Thursday, March 20th, 1913, and ending on Monday, March 31st, 1913.

7. The affiliated Roman Catholic Separate Schools of Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill, will be used as observation and practice schools.

**Conditions of Admission**

8. No one will be admitted to one of the Model Schools who does not agree, if successful in obtaining a certificate, to teach thereon in the English-French schools of the Province of Ontario for at least the first year of his subsequent teaching experience. The violation of this agreement will lead to the cancelling of the teacher's certificate.

9. Application for admission should be made to the Deputy Minister of Education not later than August 15th on a form to be supplied by him.

10. Each candidate for admission shall submit with his application to the Deputy Minister, on official forms supplied by him, the following certificates:

(1) A certificate of good moral character, from a clergyman or other competent authority;

(2) A certificate from a physician that he is physically able for the work of a teacher, and especially that he is free from serious pulmonary affection and from seriously defective eyesight and hearing;

(3) For admission to the Junior course at Sturgeon Falls, a certificate that the candidate will be fourteen years of age on or before September 3rd, 1912, and, for admission to the course at Ottawa or to the Senior course at Sturgeon Falls,

a certificate that the candidate will be sixteen years of age on or before September 3rd, 1912.

(4) For admission to the Junior course at Sturgeon Falls, a certificate of having passed (*a*) the Entrance examination into the High Schools or an equivalent or a higher Ontario examination; or (*b*) the Brevet d'Ecole Modèle examination of Quebec.

(5) For admission to the Course at Ottawa, Sandwich, and Vankleek Hill, or to the Senior Course at Sturgeon Falls (*a*) a certificate of having passed the Entrance examination into the Model Schools or an equivalent or a higher Ontario examination; or (*b*) a certificate of having passed the District Certificate examination of 1904 or any subsequent year; or (*c*) a certificate of having passed the Brevet d'Ecole Académique examination of Quebec.

11. (1) Before admission to a course at either school, each candidate shall pass at the school a written examination in French Grammar and French Composition and an oral examination in French Reading and Conversation, unless the candidate has already passed the examination for Entrance into the English-French Model Schools. Both examinations shall be of the standard of the Entrance to the English-French Model Schools.

(2) Before admission to a course at a school, each candidate presenting a Quebec certificate, under section 10 (4) and (5) above, shall pass at the school a written examination in English Grammar and English Composition and an oral examination in English Reading and Conversation.

(3) The examinations prescribed in (1) and (2) above shall be conducted by the Principal of the School and an Inspector appointed by the Minister for this purpose.

### Courses of Study

12. (1) At Ottawa, Sandwich, and Vankleek Hill the Course of Study will be both Academic and Professional and will cover a period of one session.

(2) At Sturgeon Falls the Junior Course of Study will be Academic and will cover a period of one session or of two sessions, according to the proficiency of the pupil; The Senior Course will be Academic and Professional and will cover a period of one session.

### Board and Travelling Expenses of Teachers-in-Training

13. (1) The Department of Education will pay $3.00 a week of the cost of board and lodging of those who are in attendance and whose ordinary place of abode is more than three miles from Ottawa, Sandwich, Sturgeon Falls, or Vankleek Hill, as the case may be. It will pay the railway fare of all such going from their homes to the school in September and returning from the school at the close of the session. The foregoing allowance will be paid as follows:— Part in the month of February, for attendance till January 31st and railway fare to the school, and the balance in July for attendance during the balance of the year and return railway fare.

(2) A teacher-in-training who receives the financial aid provided for above will be required to teach in the English-French schools of Ontario for a period of three years, or to reimburse the Department of Education at the rate of one-third of the total financial aid for each unexpired year of the above mentioned three-year period.

### Certificates

14. Candidates who pass the final examination at Ottawa, Sandwich, and Vankleek Hill, or the final examination of the Senior Course at Sturgeon Falls will be granted Third Class certificates valid for five years in English-French Schools.

April, 1912.

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## SYLLABUS OF COURSES AND REGULATIONS FOR THE ENGLISH-FRENCH MODEL SCHOOLS, SESSION 1912-13

(Circular No. 4½)

### Location and Purpose

1. The English-French Model Schools are located at Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill.

2. The purpose of these Schools is to prepare teachers of the Third Class in the theory and the art of organizing, governing, and instructing the pupils of the English-French Schools of the Province, and to improve their academic preparation for teaching the subjects prescribed in the course of studies.

3.—(*a*) At Sandwich, Sturgeon Falls, and Vankleek Hill, such Public and Roman Catholic Separate Schools as may be affiliated are used for the purposes of observation and practice teaching by the teachers-in-training.

(*b*) At Ottawa the affiliated English Roman Catholic Separate Schools are used for the purpose of observation, and the affiliated English-French Roman Catholic Separate Schools for the purposes of observation and practice teaching by the teachers-in-training, and for the teaching of model lessons by the staff of the Model School and such teachers of the affiliated English-French Schools as the Principal of the Model School may designate for this purpose.

### Session and Vacation

4.—(1) The next session opens at Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill on the 3rd of September, 1912, and closes on June 20th, 1913.

(2) There are two vacations, as follows:

At Christmas, beginning on December 21st, 1912, and ending on January 6th, 1913; and

At Easter, beginning on Thursday, March 20th, 1913, and ending on Monday, March 31st, 1913.

(3) The daily session shall be one of five hours, exclusive of recesses. Saturday shall be a holiday.

(4) For the more important subjects, lesson periods of 40 minutes each are recommended.

### Conditions of Admission

5.—(1) Each candidate for admission shall apply not later than August 21st to the Deputy Minister, who will supply the official forms provided for the following certificates:

(*a*) A certificate of good moral character, from a clergyman or other competent authority;

(*b*) A certificate from a physician that he is physically able for the work of a teacher, and especially that he is free from serious pulmonary affection and from seriously defective eyesight and hearing;

(*c*) For admission to the Junior course at Sturgeon Falls, a certificate from competent authority, that the candidate will be at least fourteen years of age on or before September 3rd, 1912, and a certificate of having passed (*a*) the Entrance examination into the High Schools or an equivalent or a higher Ontario examination; or (b) the Brevet d'Ecole Modèle examination of Quebec.

(*d*) For admission to the course at Ottawa, Sandwich, and Vankleek Hill, or the Senior course at Sturgeon Falls, a certificate from competent authority that the candidate will be at least sixteen years of age on or before September 3rd, 1912, and a certificate of having passed (*a*) the Entrance examination into the English-French Model Schools, or an equivalent or a higher Ontario examination; or (*b*) the District Certificate examination of 1904 or any subsequent year; or (*c*) the Brevet d'Ecole Acadèmique examination of Quebec.

(2) Before admission each candidate shall pass at the school (*a*) an oral examination in English and French Reading and Conversation, and (*b*) a written examination in English and French Grammar, Composition, and Spelling, unless the candidate has already passed the examination for Entrance into the English-French Model Schools. Both examinations shall be of the standard for Entrance into the English-French Model Schools, and shall be conducted by the staff of the school, and the results settled by the Principal.

6.—(1) Every teacher-in-training shall, on admission, sign an agreement, that if successful in obtaining a certificate he will teach thereon in the English-French Schools of the Province of Ontario for at least the first year of his subsequent teaching experience. The violation of this agreement will lead to the cancelling of the teacher's certificate.

(2) Every teacher-in-training who accepts the aid offered by the Department in Regulations 7 and 8 below shall, on admission, sign an agreement to teach in the English-French Schools of the Province of Ontario for three years or to reimburse the Department of Education at the rate of one-third of the total value of such aid for each unexpired year of the above mentioned three-year period.

**Board and Travelling Expenses**

7.—(1) The Department of Education will pay $3.00 a week of the cost of board and lodging of the teachers-in-training whose ordinary place of abode is more than three miles from Ottawa, Sandwich, Sturgeon Falls, or Vankleek Hill, as the case may be. Subject to the approval of the Minister of Education, it will also pay the railway fare of all such going from their homes to the school in September and returning from the school at the close of the session.

(2) The foregoing allowance will be paid as follows:—Part in the month of February for attendance till January 31st and railway fare to the school, and the balance in July for attendance during the rest of the session and return railway fare.

**Text-Books**

8.—(1) Each teacher-in-training shall bring with him the text-books he has been using at school.

(2) Each teacher-in-training in the Junior Course at Sturgeon Falls will be provided with any additional text-books he may need for the course for admission into the English-French Model Schools.

(3) Each teacher-in-training in the course at Ottawa, Sandwich, and Vankleek Hill, and the Senior Course at Sturgeon Falls, will be provided with the following text-books needed for the course:

*I. For academic work:*

(*a*) Such additional text-books prescribed for the High, Public, and Separate Schools as may be found necessary.

(*b*) Les Fréres des Ecoles Chrétiennes: Leçons de Langue Française (Cours Supérieur); Charles Leroy: Lectures graduées et lecons de littérature; Les Fréres de Ecoles Chrétiennes: Cours theorique et pratique de Style.

*II. For professional work:*

(*a*) McMurray: The Method of the Recitation; Gordy: Psychology; Millar: School Management; The Syllabus of Physical Exercises for Public Elementary Schools; Practical Etiquette.

(*b*) Une réunion de Professeurs: Enseignement de la Lecture (Méthodologie); Haustrate et Labeau: Cours complet de pedagogie.

(*c*) The Manuals on Methodology published by the Department of Education.

*III. For work in the Practice Schools:*

Such additional text-books used in these schools as may be necessary.

**Duties of Staff**

9.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School and the affiliated Separate School Classes.

(2) The members of each staff of the affiliated Schools shall be provided by the Board, and shall be subject to the approval of the Minister. For Model School purposes they shall be subject to the authority of the Principal.

**Duties of Teachers-in-Training**

10.—(1) Teachers-in-training shall board and lodge only at such houses as are approved by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed by the Principal at any time during the session from further attendance.

**Library**

11. Under the direction of the staff, the Library shall be constantly used for consultation by the teachers-in-training. The Library contains a supply of books of general and professional literature, and several copies of each of the following:

Carpenter, Baker, and Scott: Teaching of English.
Chubb: Teaching of English.
MacClintock: Literature in the Elementary School.
Arlo Bates: Talks on the Writing of English.
Arlo Bates: Talks on the Teaching of Literature.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.

Arnold Foster: This World of Ours.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Betts: The Mind and Its Education.
Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.
Magnan & Tremblay: Méthode de Langue Française. Teachers' Ed. I Book, II Book.
Les Fréres des Ecoles Chrétiennes: Méthodologie.
Les Fréres des Ecoles Chrétiennes: Eléments de Pédagogie Pratique, Vol. II.
Carré et Liquier: Traite de Pedagogie.

### Literary Society

12. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. It should begin immediately after the work of organizing the school has been completed, and should meet at least twice a month until the special preparation for the final examination begins. The programme should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

## Examinations

### Subjects and Values

13. The final standing of the teachers-in-training shall be determined on the results of the following:

(1) A written examination in the subjects of Groups I and II below, on papers prepared by the staff, immediately before the Christmas vacation. The maximum marks for each subject shall be 20.

(2) A final written examination in June in Groups I and II, on papers prepared by the Department and uniform for all the schools. The maximum marks for each subject shall be 60.

(3) The sessional Records in Groups I and II below: Oral and written class tests given throughout the session. The maximum marks for each subject shall be 20.

(4) In settling the results in each subject of Groups I and II, the marks at the Christmas and the Final examinations and those of the Sessional Records shall be combined, making a maximum total of 100.

(5) Oral, written, and practical tests given throughout the session in Group III below, more especially towards the close, in matter and method, and a final written and practical examination held by the staff when the course in each subject of the Group is completed. The maximum marks for each subject shall be 100, except for School Law and Regulations and for Manners, which shall each be 50 (25 marks for the paper on Manners, and 25 on the report of the staff as to the general deportment of the teacher-in-training).

(6) The course in Group IV: Observation and Practice-teaching during the session and especially towards the close thereof. The maximum marks for Observation lessons shall be 200, and for practice-teaching 1,200.

14.—(1) All the examinations shall be based on the courses as laid down in this syllabus.

(2) At the examination in Groups I and II there shall be one paper in each subject.

(3) The examination in Groups II and III shall include a thorough test of the academic qualifications of the teacher-in-training.

15. The following are the Groups and the included subjects:

*Group I*

The Principles of Education, School Organization and Management.

*Group II*

Arithmetic, Literature (English and French), Grammar (English and French), Composition (English and French), History and Geography.

*Group III*

Nature Study, Art, Music, Reading (English and French), Spelling (English and French), Writing, Physical Training, Hygiene, School Law and Regulations, Manners.

*Group IV*

Observation and Practice-teaching in the Affiliated Schools.

**Certificates**

16.—(1) A teacher-in-training who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may on the recommendation of the staff be granted a Third Class certificate valid for five years in an English-French School.

(2) A teacher-in-training who fails at the final examination in one or more of Groups I, II, and III, but who makes 60 per cent. of the aggregate of the marks for Group IV, and 35 per cent. of the marks in each subject and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be granted a District Certificate valid for one year in an English-French School. He may also obtain a Third Class Certificate without attending a second session, if he passes subsequently the final examination of an English-French Model School in the Group or Groups in which he has failed. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance shall pass the examination in Groups I and II, but they shall be exempt from an examination in Groups III and IV, provided they submit to the Minister a certificate from the Principal of a Summer Model School that they have passed in the subjects of Group III and a certificate from their last Inspector that they have taught successfully for at least half a year. For such candidates, each subject in Groups I and II shall be valued at 100 marks, and the pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each Group.

**Courses of Studies**

17.—(1) The Junior Course of Study at Sturgeon Falls shall cover a period of two school years, and shall be the academic course prescribed for Entrance into the English-French Model Schools. (See High School Regulations, page 56.)

(2) The course of study at Ottawa, Sandwich, and Vankleek Hill and the Senior Course at Sturgeon Falls shall cover a period of one school year, and be both academic and professional, as follows:

(*a*) The Principles of Education and General Methodology, School Organization and Management, and Special Methodology.

(*b*) A thorough review of the Public and Separate School Course from the standpoint of Pedagogy and the requirements of the Public and Separate Schools, *the Special Methodology being taken up at each stage of the academic review.*

(*c*) Special instruction in Writing, Art, Physical Training, Hygiene, Music, Sewing, Manual Training, School Law and Regulations, English Reading, French Reading (including Literature), French Grammar and French Composition (including Spelling), as provided in the text-books detailed in Reg. 8, I (*b*).

(*d*) Supervised Observation and Practice-teaching in the Affiliated Schools, as detailed in Regulations 23-28.

#### Language of Communication and Instruction

18. In the Model School itself the language of communication and instruction shall be English, except in the teaching of French Reading, Grammar, and Composition, for which French may be used. In the Affiliated Schools the provisions of 3 (1), Circular of Instructions 17, shall prevail as follows:

Where necessary in the case of French-speaking pupils, French may be used as the language of instruction and communication; but such use of French shall not be continued beyond Form I, excepting during the school year of 1912-13, when it may also be used as the language of instruction and communication in the case of pupils beyond Form I who, owing to previous defective training, are unable to speak and understand the English language.

### Order of the Courses

#### Introductory

19. In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, an introductory course shall be taken up in the following order:

(1) An elementary academic review of at most three weeks.

(2) The prime essentials of the course in the Principles of Education and General Methodology taken once a day for the same period.

#### Sessional

20. To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as the special qualifications of the members of the staff will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public and Separate School programme.

When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

21.—(1) On the professional side, after the completion of the Introductory Course prescribed above, the course in the principles of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first twice a week until finished.

(2) The total number of lessons for each of the following subjects should be as nearly as practicable as follows:

The Principles of Education and School Organization and Management, each 50; Manners, 5; School Law and Regulations, 10.

(3) The number of lesson-periods per week for each of the following subjects should be, as nearly as practicable, as follows:

French: Reading (including Literature), Composition (including Spelling), and Grammar, 6; Art, 2; Music. 1; Manual Training, 1; Physical Training, 1; Writing and Book-keeping, 1; Literary Society, 1; Observation and Practice-teaching, 4 (minimum): Religious Instruction, 1. Practice in Singing should also be given for a few minutes between lesson periods, and in Physical Exercises at recess.

(4) The provision for the other subjects of the course shall be made by the Principal in accordance with the amount of time at his disposal and the necessities of the teachers-in-training.

22. The following principles of selection and order should be observed in the Special Methodology and the academic treatment of the other subjects of the course:

(1) In the Mathematical group, Arithmetic should be taken about three times a week for about the first six months. It should then be continued with one lesson a week to the end of the session, the other two periods being given to the Special Methodology of the elements of Algebra and Geometry.

(2) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading, should respectively be related in organization as are the subjects of the Mathematical group; Geography, Language and Grammar, and Phonics and Voice Culture preceding in their respective groups.

(3) In the Science group, the Biological side should be given special attention during the Autumn and the Spring, and all the Science subjects should be taken up first from the Nature Study point of view.

### Observation and Practice-Teaching

23.—(1) The introductory Courses provided for in Regulation 19 shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons 25, but these numbers shall each be increased to meet the necessities of individual teachers-in-training.

(2) A Course of Observation in the different forms of the Affiliated Schools taken three times a week for about three weeks shall precede the Practice-teaching.

24.—(1) When the attendance renders it necessary, the teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time. A member of the staff shall accompany the teachers-in-training in both the Observation and Practice-teaching courses.

(2) At least that group to which the teacher-in-training belongs shall be present at the discussion of his Observation and Practice-teaching lessons.

25.—(1) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the English-French Schools in all subjects and in all grades.

(2) Continuous practice-teaching for several periods towards the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

26.—(1) The Principal shall notify the teacher-in-training of the subject

and the scope of the Observation lesson, whether taught by a Model School teacher or by a teacher of the affiliated school, and shall prepare the lesson beforehand.

(2) After observing the lesson, the teachers-in-training shall submit a report upon it to the master concerned for the discussion thereof.

(3) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the Model School teacher concerned.

27.—(1) The Model teachers in charge of the academic work in a subject shall develop its details in their teaching order, and shall also themselves teach model lessons in the Model Schools and affiliated schools. *These model lessons should be taught only at the close of what forms an organically whole section of the subject.*

(2) Model lessons shall also be taught by such teachers of the Affiliated Schools as the Principal of the Model School may select for the purpose.

(3) All the model lessons in the Affiliated Schools shall be taught in accordance with the regular programme of the School.

28.—(1) The necessary application of the Principles of Education and of Methodology shall be made systematically by the Model School teachers in connection with the Model and the Observation lessons and the Practice-teaching.

(2) *Concerted work on the part of the Model School teachers, and of such of the teachers in the Affiliated Schools as the Model School Principal may have selected, shall be secured by frequent conferences of the staff, especially before the work concerned begins.*

## Syllabus of Courses

### The Principles of Education and General Methodology

29. The object of the course is to provide the teachers-in-training with such a working conception of the nature of Education and of Methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals. The course includes the following topics:

*Aim of Education*: Examination of the chief current definitions of Education; relation of aim to procedure in Education;

*Laws underlying the Process of Teaching*: The relation of analysis to synthesis, of induction to deduction; purpose of methods of instruction.

*The Plan of the Recitation*: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

*Questions and Answers*: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

*Instincts and Interests*: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

*Habit and Association*: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations; relation of habit to character.

*Apperception*: Nature of apperception; necessity for making subjects taught

meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

*Attention*: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

*Retention*: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

*Individual and General Notions*: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

*Impression and Expression*: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

**School Organization and Management**

30. The object of the course is to give the teacher-in-training, in the light of the principles of education, a knowledge of the technique of school management and organization which shall enable him to secure the orderly and efficient working of a one-teacher school. The course includes the following topics:

*The Teacher:* Natural qualifications of a good teacher; importance of scholarship, training, experience, professional studies, wide culture, Teachers' Associations; of good magazines, professional and cultural, etc.; the teacher's relations with the principal, the inspector, trustees, parents: civic and social duties; personal power and influence in the school and the community; daily preparation for teaching; correcting written exercises; care of health.

*Classification*: The value of school organization; evils of over-classification; promotions, when and how made.

*The Daily Programme*: Principles involved in the construction of a time-table; seat work; individual black-board work; the question of fatigue; typical time-tables for ungraded schools; school records.

*Written Examinations*: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

*School-room Routine*: Chief varieties of mechanizing routine; their advantages and disadvantages; appointment of monitors.

*Desirable School Habits*: Punctuality; neatness in person and work; accuracy; promptness; quietness; industry; obedience; truthfulness; honesty; the relation of the preceding to moral training.

*School Incentives*: Kinds and office; effects on character, on school work, on health.

*Order and Discipline*: What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment, ends and necessity, right conditions, characteristics of judicious punishment, injudicious punishment, the discipline of consequences.

*Physical Education*: Relations of physical and intellectual development; im-

portance of change of work; value of plays and games; organized and unorganized play; the teacher on the playground; physical exercise within the school.

*The Kindergarten*: Its essential principles; relation to the school system as a whole.

NOTE.—For information as to the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33.

### School Law and Regulations

31. The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils. The following should be emphasized—

The importance, in official correspondence, of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. These should be contracts as provided by the statute. Substituting for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty.

NOTE.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the Grants and other matters directly affecting the teacher, trustees, and school.

Regulations of the Public, Separate, and English-French Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies and the use of unauthorized books, pamphlets, school helps, and magazines.

The Ontario Public Health Act and Regulations, so far as they pertain to teachers, pupils, and the school.

### Special Methodology

32. The object of the course is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Public and Separate Schools, by enabling him to apply the principles of education and, in particular, to adapt to the work in each subject the principles of general method. The work in special methodology should be preceded by a general survey of the Public and Separate School Course of Study with a view to understanding the special object of each subject and the correlation of the different subjects amongst themselves.

These lessons should be followed by the systematic study of the subject matter of the Public and Separate School text-books with emphasis on the elements; such study to be concurrent with special methods of instruction, accompanied by type lessons and other illustrations of the most important topics, and including those topics detailed under each head below, so that the teacher may know how to use each text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

The special methodology of teaching English to French-speaking pupils is outlined under Language and Composition below, and fully dealt with in the Man-

ual of Methodology. For the methodology of French Reading and Grammar, little special provision is necessary; it may easily be adapted to the Methodology of English Reading and Grammar. In the case of Grammar, however, elementary French Etymology should be taken up in the language lessons of Form II on account of the numerous inflections which must be assimilated early in order that the pupil may be able to write and spell even simple sentences. Such other special methodology in French as is needed is provided for in the professional works listed in Reg. 8, II, (*b*).

*The Manuals of Methodology, provided in each subject by the Department of Education should be constantly used by the teachers-in-training.*

### Language and Composition

33. The special object of the course in Language and Composition is to prepare the teacher to train his pupils to speak and to write good English and good French as a fixed unconscious habit. The course includes the following topics:

*Oral and Written Composition*: Their relation: how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

*Methods in Oral and Written Composition*: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work: the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing: value of topical outlines: the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

*Materials for Written and Oral Composition*: Principles governing choice of topics; gathering, selecting, and arranging material: class answers as material for oral composition; importance of framing questions that will require answers of considerable length: the reproduction of fairy and folk stories, fables, poems, biographies: relative value of reading and telling stories: transition from reproduction to originality: descriptions of personal experiences, real and imaginary; pictures suggestive of stories: school games: autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes: letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

*Teaching English to French-speaking Pupils of Form I*: The Natural, or Direct method: The establishment of the same direct association between experience and expression as exists in the use of the mother tongue—in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—showing, expressing, and having the pupils repeat. The object of the method to give the pupils the command of the language as a means of oral and written self-expression.

The mother-tongue not required to teach English, if the natural method is properly applied. When required to clear up any difficulty or to avoid a loss of time, its use to be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Gems as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil to understand clearly the meaning of everything he says, and never to be asked to write or memorize anything that he does not understand clearly, and cannot say correctly.

The methods to be adopted when the pupil has already acquired some knowledge of English.

### Reading

34. The special object of the course in Reading is to prepare the teacher-in training to train his pupils to get the writer's thoughts and feelings (*intelligent reading*) and to communicate them to the listener so that he may appreciate them (*intelligible reading*). The course includes the following topics:—

*The Scope of Reading*: Its correlation with other subjects; importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

*Methods in Reading*: The word, sentence, phonic, and combination methods; devices for securing rapid word recognition and for fixing attention on the thought, as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

*Forms of Reading*: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

### Spelling

35. The special object of the course in Spelling is to prepare the teacher-in-training to secure accuracy in the subject. The course includes the following topics:—

*Scope of Spelling*: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell: causes of incorrect spelling.

*Methods in Spelling*: Necessity for teaching, not merely testing, spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

*Materials for Spelling*: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

### Literature

36. The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling. The course includes the following topics, to be illustrated fully by reference to the School Readers:

*Selection of subject-matter for Literature Lessons*: Qualities of literature that appeal to children of different ages; basis of selection of material for different

grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

*Methods in Teaching Literature*: Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

*Lesson Procedure*: Preparation of the pupils; necessity for preparing a suitable mood for lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought-elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

*Examinations in Literature*: Difficulties of examining in literature; specimen examination questions.

*Teacher's Preparation*: Special importance of teacher's own qualifications; private reading-courses for teachers; suggestions for their future reading.

*Teacher's Preparation*: Special importance of teacher's own qualifications; sessional private reading-courses for teachers-in-training; suggestions for their future reading.

*School Library*: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

### Grammar

37. The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure. The course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; when to begin the study of English and French Grammar respectively.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

### History

38. The special object of the course in History is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of

their civil rights and duties; also to stimulate a love of country. The course includes the following topics:—

*The Scope of History*: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

*Methods*: The recitation, its form and purposes; the place of oral teaching and of black-board work by teacher, and of written exercises at seat and at black-board by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades, the place and purpose of local history and the history of the aborigines and pioneers.

*Biography*: The natural attractiveness of biography; the relation of biography to history; the use of a study of biography in the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

*Epochs*: Their relation to biography; systematic chronological study of history and its value and dangers; the causal sequence of events.

*Civics*: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

*Supplementary Material*: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades, significance and value of our Flag.

**Geography**

39. The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs. The course includes the following topics:—

*The Scope of Geography;* its relation to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies, rock formation and soils, distribution of mineral products, plant and animal life, the earth's relation to other heavenly bodies, weather and climate, man's relation to the rest of the world, and commercial and political geography.

*Methods in Geography*: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, black-board drawings, natural objects, specimens of products, stereoscopic views, sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with the observations in local geography; the use of the reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by teacher owing to the mass of details.

### Nature Study

40. The special object of the course in Nature Study is to broaden and deepen the teacher's sympathies and interests, and, through him, those of his pupils, by training them to observe and interpret the common phenomena of the world about him. The course includes the following topics:—

*The Character and Scope of Nature Study*: Its relation to formal science; its correlation with other subjects.

*Material for Nature Study*: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools: uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

*Methods in Nature Study*: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of Public Schools.

NOTE.—As often as practicable teachers-in-training should make excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. They should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, of factory products, garden flowers, etc.

### Arithmetic

41. The special object of the course in Arithmetic is to improve the teacher's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the computations which their future life may render necessary. The course includes the following topics:—

*The Scope of Arithmetic;* its relation to the other subjects of the Curriculum: importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea: the unit, its nature and use; the necessity for standard units: number, a ratio.

*Methods in Arithmetic*: Analysis and synthesis, induction and deduction, compared, illustrated, and applied: graphic methods: use of concrete material in making clear new processes and in verifying and interpreting operations performed: the use of text-books and of prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy, and speed in computation; the importance, place, and treatment of oral arithmetic: the value of problems: the essentials of proper solutions: solutions by full analysis, and by performing operations only: "unitary" method and method of direct measurement: grading of problems; interest in problems for which the pupils themselves furnish the material: black-board work: drill and examination work in arithmetic; checking written work in the class-rooms.

The various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting: measuring with standard units: numbers 1 to 10, from 10 to 20, etc.; number pictures: notation and numeration; addition-tables, exercises, de-

vices; subtraction by decomposition, by equal additions, and by complimentary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers; recurring decimals.

*Applied Arithmetic*: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

**Writing**

42. The object of the course in Writing is to train the teacher-in-training to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject. This course includes the following topics:—

*Methods in Writing*: Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the black-board to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

**Art**

43. *The Scope of Art*: Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

*How to Use the Various Mediums*: Charcoal, ink, coloured crayons, water colours, and pencil.

*Plant Study*, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

*Tree Study* in any medium.

*Landscape* in ink, water colours, and pencil.

*Object Drawing*: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing of common spherical, cylindrical and rectangular objects illustrating the principles of freehand perspective—pencil.

*Illustration*: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

*Pose Drawing*: Ink mass, pencil outline, pencil values, and water colours.

*Black-board Drawing*: White and coloured crayons and charcoal.

*Colour Harmonies and Neutral Values*: Water colours.

*Design*: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

**Manual Training**

44. The special object of the course in Manual Training is to train the teacher to appreciate the educational value of various forms of constructive work, and to

use constructive exercises in the most effective ways. The course includes the following topics:—

*The Scope of Manual Training,* its correlation with other subjects in the curriculum; outlines of courses in the different forms of hand work. The practical course includes the following with concurrent methodology:

Typical forms of constructive work adapted to the capacities of children in the lower grades, including weaving, elementary paper, and cardboard work and modelling. (The course for Forms I, II, and III of the Public and Separate Schools.)

### Music

45. The special object of the course in Music is to qualify the teacher to undertake the teaching of simple songs adapted to the requirements of rural schools, and the elements of time and tune embodied therein. The course includes the following topics:—

*Tune*: Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in any key.

*Time*: Practice in singing simple rhythmic exercises in two, three, four, and six pulse measure, containing continued tones and easy divisions of the beat.

*Voice Culture*: Practice in breath control and exercise calculated to promote correct habits of voice production in speaking and singing.

*Songs*: The study of Rote Songs adapted to the lower forms of Public Schools.

The study of songs learned by note, from the Tonic-Solfa, or Staff notation. This should commence with the simpler elements of time and tune, and proceed to the more advanced grades.

**Note.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.**

### Hygiene

46. The special object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings. The course includes the following topics:—

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act;* modes of preventing spread of these diseases.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat-stroke; burns; bandaging.

### Physical Training

47. The special object of the course in Physical Training is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used as recreation in class-room in intervals between classes, and of recreative gymnastics, or gymnastic games; and indoor and outdoor games.

### Manners

48. A course in Manners. Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

August, 1912.

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## ROMAN CATHOLIC SEPARATE SCHOOLS AND ENGLISH-FRENCH PUBLIC AND SEPARATE SCHOOLS

### Circular of Instructions for the School Year, September to June, 1912-13

(Instructions No. 17)

### Public and Roman Catholic Separate Schools

1.—(1) There are only two classes of Primary Schools in Ontario—Public Schools and Separate Schools; but, for convenience of reference, the term English-French is applied to those schools of each class in which French is the language of instruction and communication as limited in 3 (1) below, or is a subject of study in Forms I-IV as limited in 4 below.

(2) As far as practicable, before the close of the school year of 1912-13, the status of all schools attended by French-speaking pupils shall be decided in accordance with the definition in (1) above.

2. The Regulations and Courses of Study prescribed for the Public Schools, which are not inconsistent with the provisions of this circular, shall hereafter be in force in the Separate Schools—English and English-French—with the following modifications: The provisions for religious instruction and exercises in Public Schools shall not apply to Separate Schools, and Separate School Boards may substitute the Canadian Catholic Readers for the Ontario Public School Readers.

### English-French Public and Roman Catholic Separate Schools

3. Subject, in the case of each school, to the direction and approval of the Supervising Inspector, the following modifications shall also be made in the course of study of the Public and Separate Schools:

### The Use of French for Instruction and Communication

(1) Where necessary in the case of French-speaking pupils, French may be used as the language of instruction and communication: but such use of French shall not be continued beyond Form I, excepting during the school year of 1912-13, when it may also be used as the language of instruction and communication in the case of pupils beyond Form I who, owing to previous defective training, are unable to speak and understand the English language.

### Special Course in English for French-Speaking Pupils

(2) In the case of French-speaking pupils who are unable to speak and understand the English language well enough for the purposes of instruction and communication, the following provision is hereby made:

(*a*) As soon as the pupil enters the school he shall begin the study and the use of the English language.

NOTE.—Before the schools open in September, 1912, a Manual of Method for use in teaching English to French-speaking pupils will be distributed amongst the schools by the Department of Education.

(*b*) As soon as the pupil has acquired sufficient facility in the use of the English language he shall take up in that language the course of study as prescribed for the Public and Separate Schools.

### French as a Subject of Study in Public and Separate Schools

4. For the school year of 1912-13, in schools where French has hitherto been a subject of study, the Public or the Separate School Board, as the case may be, may provide, under the following conditions, for instruction in French Reading, Grammar, and Composition in Forms I to IV [see also provision for Form V in Public School Regulation 14 (5)] in addition to the subjects prescribed for the Public and Separate Schools:

(1) Such instruction in French may be taken only by pupils whose parents or guardians direct that they shall do so.

(2) Such instruction in French shall not interfere with the adequacy of the instruction in English, and the provision for such instruction in French in the time table of the school shall be subject to the approval and direction of the Supervising Inspector and shall not in any day exceed one hour in each class-room.

(3) Where as permitted above for the school year of 1912-1913 French is a subject of study in a Public or a Separate School, the text-books in use during the school year of 1911-1912, in French Reading, Grammar, and Composition shall remain authorized for use during the School year of 1912-1913.

### Inspection of English-French Schools

5. For the purpose of inspection, the English-French schools shall be organized into three divisions, each division being under the charge of a Supervising Inspector and an Inspector.

6.—(1) In conducting the work of inspection, the Supervising Inspector and the Inspector of a division shall alternately visit each school therein.

(2) Each Divisional Inspector shall pay at least 220 half day visits during the year in accordance with the provisions of Public School Regulation 20 (2), and it shall be the duty of each Inspector to pay as many more visits than the minimum as the circumstances may demand.

7. Each two Divisional Inspectors shall reside at such centre or centres in their inspectorates as may be designated by the Minister.

8. Frequently during the year the two Divisional Inspectors shall meet together in order to discuss questions that may arise in their work and to standardize the system of inspection. For the same purposes all the Supervising Inspectors shall meet at such times and places as may be designated by the Minister.

9.—(1) While each Divisional Inspector shall report upon the general condition of all the classes, the Supervising Inspector shall be held responsible chiefly for the efficiency of the instruction in English and the other Inspector for the efficiency of the instruction in French.

(2) The Supervising Inspector shall have the sole control of the organization of each school so far as is provided in 3 and 4 (2), above.

10. If either of the Divisional Inspectors finds that any Regulation or Instruction of the Department or the organization of the school as approved and directed by the Supervising Inspector is not being properly carried out, he shall have the power to order the necessary amendment to take effect as soon as he may deem it expedient, reporting specially on such cases to the Minister from time to time as the urgency and the character of the case may demand.

11. Each Divisional Inspector shall forward a copy of his ordinary inspectional report on the prescribed official form to the Minister and to the Secretary of the School Board within one week after the visit.

12. Next September, as soon as the principal, or teacher, of a school has made out the time table thereof, he or she shall send a certified copy to the Supervising Inspector of the division to which the school belongs, for approval by him until his visit of inspection. At the same time the principal, or teacher, shall forward to the Supervising Inspector a statement showing the number in attendance in each Form of English and French speaking pupils respectively.

NOTE.—Before next September each School Board and each principal, or teacher, will be notified by the Minister of the division to which the school belongs and the names of the Divisional Inspectors.

**Teachers' Certificates for English-French Schools**

13.—(1) After June, 1912, no teacher shall be granted a certificate to teach the English-French schools who does not possess a knowledge of the English language sufficient to teach the Public School Course.

(2) After June, 1912, no teacher shall remain in office or be appointed in any of said schools who does not possess a knowledge of the English language sufficient to teach the Public School Course of study.

**Legislative Grants to English-French Schools**

14. The Legislative Grants to the English-French schools shall be made on the same conditions as are the grants to the other Public and Separate Schools, but no grant shall be made to any English-French school which does not provide teachers with the qualification specified in 13 (1) above.

15. On due application from the School Board and on the report of all the Divisional Inspectors, an English-French school which is unable to provide the salary necessary to secure a teacher with the aforesaid qualifications shall receive a special grant in order to assist it in doing so.

June, 1912.

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## NOTICE TO THE TEACHERS AND BOARDS OF TRUSTEES OF THE ENGLISH-FRENCH SCHOOLS

(Instructions No. 18)

Information has reached the Minister of Education to the effect that some of the boards of the English-French schools are not only themselves refusing to comply with the provisions of the Circular of Instructions No. 17, issued last July for the organization and management of such schools during the school year of 1912-13, but are instructing the teachers in their employment to refuse also to

comply with them. In order, accordingly, that all the parties concerned may clearly understand the nature of their responsibilities and the results that may ensue from their refusing or neglecting to perform them, the Minister of Education submits for their consideration the following statement:

The Department of Education Act gives the Minister of Education power to make regulations and to enforce the Schools Acts and the Regulations for the organization and management of all schools belonging to the Provincial system. Since their establishment, the public schools have been subject to regulation, and last June the separate schools were placed under the same regulations as the public schools, except in the matter of the readers and religious instruction and of the special provisions for the English-French schools set forth in Instructions No. 17.

Both the Public and the Separate Schools Acts provide that it shall be the duty of the teacher to teach the prescribed courses of study and to comply with the regulations of the Department of Education. In these respects, the teacher is directly responsible to the Minister of Education, and neither the board of trustees nor any other authority has any right to interfere between him and the Minister. The Department of Education Act also gives the Minister the power to suspend or cancel the certificate of any teacher. Accordingly, any teacher of the English-French schools who refuses to comply with the provisions of Instructions 17 that deal with the organization of the school renders himself liable to the aforesaid penalty. And further, a board of school trustees which employs unqualified teachers and does not comply with the Instructions and other Regulations of the Department of Education that govern its acts, forfeits the Legislative grant and cannot lawfully pay as salaries to such teachers any part of the taxes levied for the support of the Public or Separate schools under its charge.

In the case of a school which has ceased to be a part of the Provincial system, while the supporters of said school may voluntarily contribute moneys for its support, they cannot use the municipal machinery for the collection of any moneys, and *ipso facto* they become Public school supporters and must pay their share of any taxes levied for Public school purposes in addition to any voluntary contribution they may make for a school that has ceased to belong to the Provincial system.

In order further that the situation may be clearly understood, the Minister has directed the Inspector to explain at the time of his visit, to both the teachers and the boards of trustees or such member or members thereof as he may be able to communicate with, the results of their refusal to do their duty, and to notify them of the Minister's intention to see that the Law and the Instructions and other Regulations of the Department are duly enforced. Moreover, in the case of the teachers the Inspector has been directed to require each to state in writing, for submission to the Minister, his final attitude on this question, either at the time of the Inspector's visit or at a later date to be fixed by the Inspector. When, however, the Boards are at fault, the Minister will himself deal with them directly, after the Inspector has officially reported their attitude.

The Minister learns also with great regret that in some localities, as a protest against the appointment of the present Supervising Inspectors, parents are authorizing their children to leave the school building as soon as the Inspector presents himself. In such cases the status of this officer is probably not understood: The Regulations which prescribe the powers of both the Public and the Separate School Inspectors provide that every such Inspector "while officially visiting a school shall have absolute authority in the school." Accordingly, in the event of a pupil's leaving or attempting to leave without the Inspector's consent, the Inspector may deal summarily with the case himself or may instruct the teacher

to deal with it after his visit, and the teacher or school board that abets in any way such pupils or parents in their defiance of constituted authority and their flagrant discourtesy to a gentleman who is simply doing his duty, will subject themselves to the same consequences as it has been pointed out above will follow their refusal to comply with the other provisions of the Law and Regulations.

October 8th, 1912.

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## ENGLISH-FRENCH SCHOOLS

(Teacher's Pledge)

I, the undersigned, a teacher in the English-French school at ..... County of ....., Ontario, do hereby solemnly pledge myself to comply with all Instructions and other Regulations, now in force, of the Ontario Department of Education, that relate to the duties of the teachers of English-French schools in Ontario.

.....

Teacher.

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## DEPARTMENTAL TEXT-BOOK REGULATIONS

### Text-Books authorized for use in Public, Separate, Continuation, and High Schools, and Collegiate Institutes

(Circular No. 14)

1. As specified therein, the text-books listed in Schedules A and B below, and the accompanying Blank Books listed in C below—shall be authorized for use in Public, Separate, Continuation, and High Schools, and Collegiate Institutes. In Schedule D are listed the manuals provided for Teachers' use and for school libraries.

2. The publishers shall sell direct, in any quantity, to any purchaser for use in Ontario, the books listed in Schedules A, B, and C below, at 20 per cent. less than the maximum prices named in the aforesaid schedules.

3. On the recommendation of the Principal, approved by the Inspector, Supplementary Reading, as prescribed in the School Courses of Study and sufficient for the number of pupils concerned, shall be provided from time to time in the school library by the Board of School Trustees.

4. The four books in English Literature to be read by candidates in preparation for a Departmental Examination, as prescribed by the Regulations, shall be purchased by the pupils concerned or provided for their use in the school library by the Board of School Trustees, as the Board may determine.

5. No text-books are authorized in Art, Biology, Agriculture, Manual Training, or Household Science. These subjects will be taken up under the teacher, in

accordance with the School Courses of Study, with suitable reference books provided in the school library by the Board of School Trustees and approved by the Inspector.

6. For Religious Instruction in the Public, Continuation, and High Schools, and Collegiate Institutes, the Sacred Scriptures, or the Selected Scripture Readings of the International Bible Reading Association, or the Scripture Readings adopted by the Department of Education, shall be used as prescribed by the Regulations of the Department of Education.

7.—(1) The editions of text-books which were used in any school during the school year ending the first of July, 1912, and the continued use of which is recommended by resolution of the Board of School Trustees passed on or before the reopening of the Schools in September, 1912, and communicated promptly thereafter to the Minister of Education for his approval, shall be deemed authorized for any of the classes of such school at the former maximum prices, until the authorization is cancelled by the Minister.

(2) Unless prevented by the resolution of the Board of School Trustees, the Principal shall introduce next September the text-books authorized in this circular which are not already in use in his school.

NOTE.—Principals who desire to retain, for the sake of classes that already possess them, any of the text-books whose continued use is provided for above are hereby warned:

*1. That to enable them to do so they must secure the resolution of the Board of School Trustees on or before the date specified in 7 (1) above, and*

*2. That the resolutions passed in 1911 and earlier on this subject will not be valid for the school year of 1912-1913.*

8. The Principal shall submit to the Inspector at his official visit a copy of the resolution provided for in 7 (1) above and 14 below, duly dated and certified by the Secretary of the Board of School Trustees.

### Public and Separate Schools

9. Books authorized for use in the Lower School of Continuation and High Schools and Collegiate Institutes are authorized for use by pupils taking the corresponding subjects in the Fifth Form of Public and Separate Schools.

10. Boards of Roman Catholic Separate School Trustees may by resolution adopt either the Ontario Readers or the Canadian Catholic Readers for use in the schools under their charge.

11. Where French or German is a subject of study in Forms I-IV of a Public or a Separate School, the text-books in use therein during the school year 1911-1912, in French or German Reading, Grammar, and Composition shall remain authorized for use during the school year, 1912-1913.

12. Pupils in Form III of a Public or a Separate School are not required to purchase text-books in History, Geography, or Hygiene. Readers, recommended by the Minister of Education and to be provided at the expense of the Boards of School Trustees in the school libraries (one of each for each pupil), shall be used by the pupils instead.

## Schedule A

### Public and Separate Schools

Ontario Public School Arithmetic. The Robert Simpson Co., Ltd. $0.10

Ontario School Geography. Educational Book Company of Toronto, Ltd. . . . . .65

Ontario Public School Grammar. Holland Linen Writing Paper Co. (*Authorized for the Fourth and Fifth Forms*) ..... $0.10
Ontario Public School History of England. The Macmillan Company of Canada, Ltd. (*Authorized for the Fourth and Fifth Forms*) ..... .25
Ontario Public School History of Canada. The Macmillan Company of Canada, Ltd. (*Authorized for the Fourth and Fifth Forms*) ..... .25
Ontario Public School Hygiene. The Copp, Clark Co., Ltd. (*Authorized for the Fourth and Fifth Forms*) ..... .20
Ontario Public School Speller. The Copp, Clark Co., Ltd..... .15
Ontario Public School Composition. The Copp, Clark Co., Ltd. ... .15
Ontario Copy Books, Five Numbers. E. H. Harcourt Co., Ltd. Each .02
Ontario Writing Course. E. H. Harcourt Co., Ltd. ..... .05
Ontario School Book-keeping. Educational Book Company of Toronto, Ltd. ..... .30
Ontario Readers.—*New Series.* The T. Eaton Co., Ltd.:
Primer ..... .04
First Book ..... .06
Second Book ..... .09
Third Book ..... .14
Fourth Book ..... .16

**Roman Catholic Separate Schools**

Canadian Catholic Readers.—The Copp, Clark Co., Ltd.:
First Book, Part I ..... .05
First Book, Part II ..... .08
Second Book ..... .13
Third Book ..... .16
Fourth Book ..... .20

**Continuation and High Schools and Collegiate Institutes**

13. Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of Continuation and High Schools and Collegiate Institutes.

14. For the High School Upper School, and, except in Book-keeping, for more advanced work than the First Year Course in Commercial High Schools and the Commercial Departments of Continuation and High Schools and Collegiate Institutes, any books may be used which have been recommended by the Principal and approved by resolution of the Board of School Trustees.

15. Any edition of the Literature texts in English, French, or German, prescribed for the examinations of the Department of Education or for Matriculation into the University of Toronto, may be used in the schools with the approval of the Principal, but no annotated edition of such texts used in the Lower and Middle Schools shall cost more than 25 cents.

16. Boards of School Trustees shall provide in the school library a supply of the High School Flora, Part II, or of other Floras, and of the authorized Laboratory Manuals in Chemistry and Physics sufficient for class use by the pupils, who shall not be required to buy them.

17. The price of any blank book specially prepared for exercises or for recording notes in Science or any other subject shall not exceed 25c.

**Schedule B**

*English*:

Ontario High School Reader. (*Revised Edition* of The Principles and Practice of Oral Reading.) The Canada Publishing Co., Limited .. .. ..... $0.40

Ontario High School English Grammar. (*Revised Edition*) The Canada Publishing Co., Ltd. ..... .45

Ontario High School English Composition. (*Authorized for the Lower School. Price to be announced later*) .....

*History and Geography*:

Ontario High School Physical Geography. The Macmillan Co. of Canada, Ltd. ..... .60

Ontario School Geography. Educational Book Company of Toronto, Ltd. ..... .65

Ontario High School Ancient History. The Macmillan Company of Canada, Ltd. ..... .75

Ontario High School History of England. (*Revised Edition* of Wrong's The British Nation.) The Macmillan Company of Canada, Ltd. ..... .65

*Mathematics*:

Ontario High School Arithmetic. (*Revised Edition*) The Hunter-Rose Company, Ltd. ..... .40

Hall and Knight's Junior Algebra. The Macmillan Company of Canada, Ltd. ..... .50

Ontario High School Geometry. The Copp, Clark Co., Ltd. ..... .40

*Classics*:

Ontario High School Latin Book. Educational Book Company of Toronto, Ltd. ..... .60

White's First Greek Book. (*Authorized until further notice. Supplied by The Copp, Clark Co., Ltd.*) ..... 1.25

*Moderns*:

High School French Grammar. The Copp, Clark Co., Ltd., and The Hunter Rose Co., Ltd. (*Authorized until the midsummer vacation of* 1913) ..... .60

Ontario High School French Reader. The T. Eaton Co., Ltd. .... .11

High School German Grammar. (*New Edition*) The Copp, Clark Co., Ltd. ..... .70

Ontario High School German Reader. William Briggs ..... .13

*Science*:

Ontario High School Physics. The Copp, Clark Co., Ltd. ..... .90

Ontario High School Laboratory Manual in Physics. The Copp, Clark Co., Ltd. ..... .35

Ontario High School Chemistry. The Macmillan Company of Canada, Ltd. ..... .40

Ontario High School Laboratory Manual in Chemistry. The Macmillan Company of Canada, Ltd. ..... .20

*Book-keeping*:

Ontario School Book-keeping—First Course. Educational Book Company of Toronto, Ltd. ..... .30

Ontario School Book-keeping—Second Course. Educational Book Company of Toronto, Ltd. (*Authorized for the second and subsequent years of the Commercial Course*) ..... $1.00

### Schedule C

#### Blank Books

*Ontario School Book-keeping Blank. Educational Book Company of Toronto, Ltd. (*Authorized for Public, Separate, Continuation and High Schools, and Collegiate Institutes*) ..... .12

*Ontario Pupils' Outfit in Business Papers. Educational Book Company, Ltd., Toronto. (*Authorized for Public, Separate, Continuation and High Schools, and Collegiate Institutes*) ..... .08

Ontario Blank Copy Books. E. H. Harcourt Co., Limited. (*Authorized for Public, Separate, Continuation, and High Schools, and Collegiate Institutes*) ..... .02

Ontario Blank Drawing Book, No. 1. (*Authorized for Public and Separate Schools*) W. J. Gage and Co., Ltd. ..... .05

Ontario Blank Drawing Book, No. 2. (*Authorized for Continuation and High Schools, and Collegiate Institutes*) W. J. Gage and Co., Ltd. ..... .05

### Schedule D

#### Teachers' Manuals

The Department is publishing Manuals for Teachers dealing with methodology and containing supplementary material for their use in class. These manuals are distributed free amongst the school libraries, and teachers may obtain copies at the prices indicated:

*For Continuation and High Schools, and Collegiate Institutes*:

(1) The following has been published:
A Manual of Suggestions for Teachers of Science, 50 cents.

(2) The following will be published next half-year:
A Manual of English Composition.

*For Public and Separate Schools*:

The following have been published:

(1) Primary Reading, 10 cents; Ontario Readers, Books III, IV, V, 25 cents; Arithmetic, 15 cents; Grammar, 15 cents.

By September next the following will be published:

(2) Geography, History, Literature, Nature Study and Elementary Science.

At a later date the following will be published:

(3) Composition and Spelling, Manual Training, Art.

The manuals named in lists (1) have already been distributed amongst the schools.

The manuals named in lists (2) and (3) will be distributed as soon as they are published.

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***These two Blanks may be obtained in one packet at 20 cents.**

## AUTHORIZED TEXT-BOOKS

### Statutory Provisions

#### High Schools Act

52.—(1) A teacher shall not use or permit to be used as a text-book in a High School any book except such as is authorized by the Regulations, and the Minister, upon the report of the inspector, may withhold the whole or any part of the legislative grant in respect of any High School in which any unauthorized book is so used.

(2) Subject to the Regulations, an authorized text-book in actual use in a High School may, with the written approval of the Board, be changed by the teacher for any other authorized text-book on the same subject. 1 Edw. VII., c. 40, s. 50.

#### Public Schools Act

84. An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the Board and subject to the Regulations. 1 Edw. VII., c. 39, s. 97 (1).

112. If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school the Minister, on the report of the inspector, may suspend such teacher, and the Board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on the account of the use of such book or any less sum at its discretion. 1 Edw. VII., c. 30, s. 97 (2).

99.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector,

(*g*) To withhold his order for the amount apportioned from the legislative or municipal grant;

(iv) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;

and in every case to report to the Board and to the Minister his reasons for so doing.

#### Regulations for Separate Schools

The above Sections in regard to authorized text-books in Public Schools are statutory. The same provisions are hereby prescribed as Regulations for the Separate Schools.

#### Special Notice to Teachers and School Boards

The teacher himself may use any book, pamphlet, or magazine he wishes in preparing the lesson for his class; but he has no authority to use as text-books in his class-teaching any other publications than those whose use is authorized in this circular or which are listed in the catalogue of the school library with the approval of the Inspector. Nor can Notes on History, Geography, etc., School Helps, School and Home, or similar publications be used by his pupils in their work at school; and neither the teacher nor the board has any authority to require or induce pupils to buy any of such prohibited books, pamphlets, magazines, Notes, School Helps, School and Home, or other similar publications.

July, 1912.

## REGULATIONS RELATING TO ELEMENTARY AGRICULTURE AND HORTICULTURE AND SCHOOL GARDENS IN RURAL AND VILLAGE PUBLIC AND SEPARATE SCHOOLS

(Circular No. 13)

The Department of Education for the Province of Ontario, co-operating with the Department of Agriculture, aims to have instruction in Elementary Agriculture and Horticulture given in the rural and village schools for the following reasons:

1. To bring the life and interests of the school more closely into touch with the home life of the pupils and the employments which they will be engaged in after they leave school.

2. To stimulate interest and to impart useful information in agricultural subjects and thus offset to some extent the tendency to leave the farm for the city.

3. To develop at an early age habits of industry, respect for labour, and a love for productive and constructive work; to promote a spirit of independent investigation in other branches of study.

4. To give facility in the handling of tools and in the practice of garden craft; to provide healthful exercise for body and mind; to afford to the pupil an opportunity to direct his activities along useful lines.

5. To encourage careful observation of nature, thus enabling the pupil to understand his or her environment and to appreciate more fully the beautiful in nature.

6. To promote the desire to improve home surroundings and to train boys and girls to do such work with efficiency.

7. To promote the qualities that make for good citizenship, such as the responsibility of ownership, respect for public property, consideration for the rights of others and the principle of co-operation in seeking the common good.

The work will be carried into effect, through the encouragement of school gardens, home gardening schemes, experimental and observation plots on the school grounds, children's progress clubs, and other practical measures.

The work shall be under the general supervision of the *Director of Elementary Agricultural Education,* appointed by the Minister of Education. He will arrange for experiments and demonstrations, and assist in carrying out the work by supplying charts, instruction sheets, bulletins, leaflets for pupils, material for sowing, etc. The work of inspection and supervision, in which he will be assisted by Inspectors and District Agricultural Representatives, will be under his charge.

The work in the schools will be taken up in a practical way (1) under teachers holding special certificates in Elementary Agriculture and Horticulture, and (2) under teachers competent but not specially certificated.

Teachers will receive certificates in Elementary Agriculture and Horticulture upon the satisfactory completion of (1) a ten weeks' spring course at the Ontario Agricultural College; (2) two summer sessions at the College and a directed winter's reading course; or (3) a course in Agriculture at a High School, followed by a further course at the Normal School and one summer session at the Ontario Agricultural College.

When the work is undertaken in any school it will be necessary for the Board of Trustees to arrange for its introduction and support, thus sharing with the teacher an effort to insure success.

The work may be conducted in the school grounds (these being of the standard size required by the regulations), so long as pupils are not deprived of adequate play-ground accommodation; and in such cases provision should be made for the

protection of the school plots against damage from the games. The purchase of additional land is not necessary; but where extra land is rented, loaned or purchased, it should adjoin the school grounds or be within very close reach. The greatest care should be taken to prevent injury by dogs, poultry, or stray cattle; grants cannot be paid for gardens or plots which are destroyed through lack of such care. Suitable arrangements must be made for caring for the gardens in the holidays as well as for harvesting any crops that may be ready at that time.

As the work is of a practical character and carried out by the teacher in a way best suited to the needs of the locality, no prescribed text-book is required. In general, however, the work treated in James' "*Agriculture*" should be taken by the teacher as a guide.

Copies of this book, as well as the following standard works in Agriculture and Horticulture, should be in the school library for pupils' and teachers' reference:

Parson's *Children's Gardens for Pleasure, Health and Education.*
Bailey's *Manual of Gardening.*
Rexford's *Flowers and How to Grow Them.*
Green's *Vegetable Gardening.*
Bailey's *Principles of Fruit Growing.*
King's *The Soil.*
Warrington's *The Chemistry of the Farm.*
Robinson's *Poultry Craft.*
Rose's *Farm Dairying.*
Plumb's *Types and Breeds of Farm Animals.*
Root's *The A B C and X Y Z of Bee Culture.*
Osterhaut's *Experiments with Plants.*
Mann's *Beginnings in Agriculture.*
Warren's *Elements of Agriculture.*
Dominion Department of Agriculture's *Farm Weeds of Canada.*
As well as the bulletins and reports of the Ontario Department of Agriculture.

Other books, such as deal with local agriculture, should be added to the library as required. These books are listed in the catalogue of Library Books published by the Department of Education.

NOTE.—**For information in regard to the character of the foregoing books, application should be made to the Director of Elementary Agricultural Education, Guelph. It will not be necessary to buy all the books at the commencement of the work; they may be purchased gradually.**

### I. Regulations for Schools having Teachers Certificated in Agriculture

NOTE.—**For 1912, the sum of $3,000.00 is appropriated by the Legislature for this work. Should this sum not be sufficient to pay in full the grants on the following basis, the Department of Education will make a *pro rata* distribution of the grant.**

1. A rural School Board or a School Board of a village that provides and maintains satisfactorily to the Minister a course of instruction in Elementary Agriculture and Horticulture carried out in a practical manner by means of a School Garden and other practical instruction in the school under a teacher with a Departmental certificate in these subjects shall be entitled to special grants as specified hereunder.

2. The time allotted to the work shall amount to at least one hour a week during the year; a definite time must be allotted for the work of instruction, satisfactory to the Inspector or Director. Any time taken for the instruction of the classes before or after the regular school hours may be counted. In all schools participating in the grants, it must be evident that there is special care and en-

deavour to meet the agricultural and horticultural requirements embodied in the prescribed Public School courses in Nature Study and Elementary Science. Careful records of the work done must be kept by teachers and the older pupils.

3. The accounts for the work shall be kept separate from the general school expenditure, and a financial statement submitted in a special form to be provided in the School Register, by the secretary to the Minister through the local Inspector in December. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education. No grants can be paid to a school until these reports are received.

4. Throughout the year the teacher will record from week to week on a special form to be provided in the School Register by the Department of Education the work carried on in the garden and the instruction given in the school. At the end of the year (December) these records shall be forwarded by the teacher as a report to the Minister of Education through the local Inspector. No grants shall be paid to schools or teachers which fail to send in this report.

5. Schools intending to undertake for the first time or to continue this work and thus qualify for the entire annual grants, must notify the Director of Elementary Agricultural Education at as early a date as possible before December 31st. This notice shall be signed by the Secretary as well as the teacher.

NOTE 1.—The work should not be undertaken without due consideration and preparation. It is very desirable that the teacher undertaking the work should remain throughout the calendar year, and that he or she should have the active co-operation of the trustees. If possible the land should be well prepared in the fall.

NOTE 2.—For 1912, the notice will be accepted up to May 1st. When the work is commenced at a date other than the beginnning of the year, this fact will be taken into account in apportioning the grant.

6. The legislative and any municipal grants for the purposes of Elementary Agricultural Education shall be spent solely for the purpose of promoting the cause of agriculture and horticulture in the community through the work of the school.

NOTE 1.—This provision permits expenditures for the purchase or rental of additional land (not, however, for the purchase of land to bring the area up to the standard already required by the regulations, nor for the required fencing, levelling and draining of the same); for preparing, manuring, or fencing off the garden; for overseeing and caring for the garden through the summer holidays; for improvement of school outbuildings or grounds by purchase of trees, shrubs, vines or other plants; for establishment of arboretum or the reforestation of waste area of school property; for the purchase of Babcock milk tester, microscope, meteorological instruments, soil tubes or simple apparatus to be used in demonstrating features of the work; for buying tools, such as needed to keep up repairs, make simple appliances or carry out manual training exercises; for provision of seed, bulbs, garden tools, tool racks, labels, garden lines, garden shed, window boxes, hot bed, cold frame, lawn mower, etc.; for the purchase of agricultural or horticultural books and charts, or subscription to journals for the school library; for meeting half the expense of providing prizes of agricultural books, bulbs, etc., for children's competitions at a school fair or the local fall fair; for meeting not more than half the expense of assisting the teacher to carry on the work better by attending special courses at the Ontario Agricultural College; to meeting not more than half the expenses of teacher and pupils on educational excursions to the Ontario Agricultural College or other experimental or model farms; for meeting the expenses of special lectures or demonstrations helpful in advancing the work in the school.

NOTE 2.—The regulations regarding school grounds read as follows: The school site shall not be less than one acre in area, unless, owing to the smallness of the attendance or to other local conditions, the Inspector finds a smaller area permissible, but in that case the area shall not be less than half an acre. . . . The school grounds shall be properly levelled and drained and provided with suitable walks. . . . They should also be set out with trees and ornamental shrubs and enclosed with a neat and substantial fence or hedge with suitable gates.

7. To a teacher with the certificate in Elementary Agriculture who carries out this work satisfactorily, on the reports of the Inspector and of the Director, the

Minister will pay, in addition to the salary paid by the School Board, a special grant as specified hereunder. The grant is payable to only one teacher in each school, except where more than one certificated teacher carries on the work, in which case, the grant is divided.

**Grants**

8. To the School Board the Minister will pay, on the Director's recommendation, an initial grant not exceeding $50.00, and an annual grant thereafter not exceeding $30.00, when the work is carried on throughout the year; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work. In case the teacher leaves at summer holidays, and the Board is unable to secure a successor holding the proper qualifications, due consideration will be shown provided an effort is made to have the work of the year completed satisfactorily to the Director.

NOTE.—Trustees will be assisted by the Director to secure teachers certificated in Agriculture. Address, Director Elementary Agricultural Education, O.A.C., Guelph.

9. To the teacher conducting the work satisfactorily throughout the year (January to December) an annual grant of $30.00 will be paid; to a teacher conducting the work only to summer holidays the proportion of the grant will be $15.00; to the teacher conducting the work for the remainder of the year after summer holidays, the proportion of the grant will be $12.00. To the teacher who has taken the first year's summer course at the Ontario Agricultural College and completes the second year's summer course for the certificate during the year, the grant of $30 will be paid, provided the work is carried out satisfactorily throughout the calendar year.

10. When an equipment on which the Legislative grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to one of the other schools of the province.

NOTE.—Teachers holding the certificate and desirous of engagement in a school where this work in Agriculture is carried out should communicate with the Director, and keep their names and addresses listed with him, so that they may be brought readily into communication with trustees.

11. To qualify for these grants there shall be in addition to the systematic indoor instruction which is carried on throughout the year a school garden (about 1-10th acre being sufficient for 25 pupils) containing individual lots at least 4 feet by 10 feet in area for each pupil (two small pupils may work one plot between them) with wide paths, and also experimental and demonstration plots along lines of local interest, or such as are arranged by the Director. At all times the garden should show good care and good garden practice: it should be well protected against injury by the children in their games, or by dogs, poultry, and cattle; it should be well-protected and cared for during summer holidays, and at the close of the season well prepared for next year; there should be an adequate supply of garden tools kept tidily and in good repair. In the school buildings, the school grounds, the apparatus, and in the school work, there should be evidence of effort to reach a high standard of attractiveness, efficiency and progressiveness.

In the place of having individual plots for all the pupils in a formal garden, teachers may arrange to have the work in flower gardening done in flower borders suitably arranged about the school house or fences; much of the garden work for the older girls especially may be done in flower borders at the front of the school, in the perennial border, or with vines and shrubbery, hanging baskets, window boxes, wild flower plots, etc.; the boys' work then will be along the lines of demon-

strations and experiments with grains, vegetables, fertilizers, etc., in the garden proper.

Moreover, instead of having the pupils carry out the work in small separated plots, teachers are quite free to plan the garden along the lines of a farmer's home garden; *it is not the form or style of the garden that is of first consideration.*

The garden work should be planned to develop a consistent and progressive series of studies from year to year, and not be allowed to become a matter of aimless repetition; pupils should advance into more difficult work just as they do in arithmetic or other school studies. Teachers should leave records of the work they have carried out for the guidance of their successors.

There should also be special effort to make the library work effective, not only with the pupils but with the people at large, in the use of agricultural works and government publications. Special and systematic effort is required in the agricultural work of the Nature Study course; careful records of work done must be kept by the older pupils and teacher; where there are more than one teacher in the school the teacher in charge of the garden work shall direct the garden instruction throughout the school.

## II. Regulations for Schools not having Teachers certificated in Agriculture

NOTE.—For 1912, a Legislative grant of $1,000.00 is available for this work. Should this sum not be sufficient to pay in full the grants on the following basis, the Department of Education will make a *pro rata* distribution of the grant.

1. The Minister of Education will, upon the Director's recommendation, pay grants also to rural and village schools which carry out the work satisfactorily under competent teachers not certificated in Agriculture in connection with (*a*) a school garden, or (*b*) home gardens with school experimental plots.

2. The requirements stated above for schools with specially trained teachers, will in general be necessary, i.e. (*a*) a course of instruction in Elementary Agriculture and Horticulture shall be carried on throughout the calendar year, one hour a week being allotted to this. (*b*) The Director shall be notified of the school's intention to qualify for the grants before December 31st of the preceding year (before May 1st in 1912). (*c*) The trustees shall keep the accounts for the work separate and submit a financial statement to the Department of Education through the local Inspector. (*d*) The teacher shall keep a weekly record of the work done and submit it at the end of the year to the Minister, through the local Inspector. (*e*) The practical work carried out in the school or home gardens shall be of a satisfactory character.

### Grants

3. To a School Board which gives throughout the year a course of instruction in Agriculture and Horticulture in the school in connection with a successfully managed school garden as described above under the direction of a competent teacher, approved by the Director, the Minister will pay an annual grant not to exceed $12.00, and in no case to exceed the total amount expended by the Board during the year for the work.

4. To the teacher conducting this work successfully throughout the year (January to December) the grant will be $12.00, with no portion paid for only part of the year.

5. To a School Board which carries out throughout the year a satisfactory

course in Elementary Agriculture and Horticulture in the school in connection with class demonstration and experimental plots in the school grounds and a scheme of home gardening with the pupils, the Minister will pay an annual grant not to exceed $8.00, and in no case to exceed the total amount expended by the Board during the year for this work.

6. To the teacher conducting this work successfully throughout the year (January to December) the grant will be $8.00, with no portion paid for only part of the year. Where there are more than one teacher in the school taking part in the work the grant will be paid to the Principal, and should be divided fairly.

### III. Assistance to Other Schools

While it is desirable to have the work taken up in a thoroughly systematic and practical way by teachers specially trained or specially interested, any school can carry out some measure of instruction under the plans arranged by the Department through the Director.

With the charts, bulletins, and leaflets that are supplied free to all schools, an intelligent teacher will be able to give some valuable lessons to his pupils, even though he has not himself been previously instructed in the work. If, in addition, the work is given a practical turn by means of a few experimental and demonstration plots in the school grounds, it may be of great value.

**Note.—Apply to the Director of Elementary Agricultural Education at the Ontario Agricultural College, Guelph, for further particulars regarding the matters dealt with in this circular.**

## REPORT OF DIRECTOR OF ELEMENTARY AGRICULTURE FOR ONTARIO

### A Survey of the Work carried on in Ontario in 1911
**(Condensed)**

*To the Honourable, the Ministers of Education and Agriculture:*

Sirs,—I have the honour to present herewith a survey of the work carried on in Ontario during 1911 in the field of Elementary Agricultural Education. It comprises the report of the Nature Study Department for the year, this being the eighth annual report of the Department and the seventh which I have made.

The work undertaken and carried out during the year repeats in a large measure the work of the previous two years in teacher-training, nature study correspondence with teachers and pupils, and extension work in school gardening. As the details for these plans of work were given at length in the annual report of the Ontario Agricultural College for 1909, it will not be necessary to repeat them here.

By my appointment last summer as Director of Elementary Agricultural Education under the Department of Education, the work of this Nature Study Department becomes an integral and fixed part of the school system of Ontario, operating particularly in connection with the rural schools. With the official support of the Department of Education, which this new connection brings, it may naturally be expected that the service for which the Nature Study Department was established in 1903 will become more and more acceptable, and that before many years our rural schools will be, with few instructions, furnishing their clientele with a fair measure of practical and sound instruction in the elements of agriculture. I am glad that a satisfactory arrangement has been made for keeping the Nature Study Department a "go-between" between the two Departments of Education and Agriculture. In

my office as Director of Elementary Agricultural Education, I am to remain closely connected with the Ontario Agricultural College; indeed, one of the chief branches of my work will be to interpret the teachings of the College and the findings of the Experimental Farm to the schools throughout the country.

### Teacher-Training

Perhaps the most important side of our work is that of the training of teachers. From year to year, evidence accumulates that a course of instruction in Agriculture, even if it be for a month or ten weeks only, fits a teacher better for the work of the rural schools. While in many cases she may not be able to carry out definite courses in Elementary Agriculture, owing to the pressure of more insistent studies, her experiences at the Agricultural College make her more observant of, interested in, and sympathetic towards the many objects and operations connected with farm life. It is not claimed that our teacher-training will make poor teachers into good and acceptable teachers; but a good teacher, it is claimed, will be a better teacher for an insight into the work, teachings, and helpings of the College.

### Normal Teachers' Class, 1911

The third Normal Class entered for the course in Elementary Agriculture and Horticulture on April 26th, and continued in session for nine and a half weeks. It was composed of seventy-eight Grade A teacher-graduates of the Provincial Normal Schools, and Miss Lucy Barker, a missionary teacher in an Indian School at Fort Albany, Hundson Bay. As in the years 1909 and 1910, the travelling and living expenses of the teachers were defrayed by the Government; an agreement to teach three years in Ontario, or to reimburse the Province for the expenses of the course, was signed by each teacher. All parts of the Province were represented, seventeen entering from the Ottawa Normal School, four from Peterboro', five from North Bay, ten from Toronto, fifteen from Hamilton, eleven from Stratford and sixteen from London.

The course covered by this class was practically the same as that taken by the classes of 1909 and 1910, and outlined in Circular 13½, issued by the Department of Education. Every department dealing with the subject of agriculture at large shared in the work of instruction, and due acknowledgement must be made of the generous support received from the College staff in this connection. While it entailed extra preparation and work, immediately after the close of a busy year's work with our boys, their services were given with readiness and enthusiasm, and in a belief that the dissemination of agricultural knowledge through trained teachers must help in the betterment of our people at large.

As in previous years, the teachers took possession of the boys' residence. The ability of the College to turn itself in a few days' interval from a boys' school into a girls' school—from a school to train farmers into a school to train teachers—speaks well, I think, for its ready adaptability.

With the exception of three all the members of the class were recommended for the certificate in *Elementary Agriculture and Horticulture,* issued by the Department of Education. With this credential they are entitled to a special grant of $30.00 a year, when they carry out a course of instruction in agriculture in connection with a successful school garden.

### Summer School

The Summer School for Teachers in July again showed a marked increase in the attendance. From one hundred and twenty in 1910, it rose to very nearly two

hundred in 1911. Of this number eighty-two entered for the first year Nature Study Course, seventeen returned to complete the second year course in Agriculture to qualify for the certificate, and three took a third year in special subjects dealing with Nature Study or Elementary Agriculture. The remainder of the number took the courses in Domestic Science, Art or Manual Training. The teachers who enter these classes represent the progressive and ambitious members of the teaching profession. The amount and quality of the work accomplished in the four weeks is always a source of surprise. It cannot fail to prove of great value to teachers who are seeking to lay some practical emphasis on the vocational interests in their school work. When the work of the Summer School becomes better known amongst teachers, there is little doubt that the facilities of the College will be taxed to the utmost. Several teachers continue to come for three or four years in succession, taking up different work each year. Everyone agrees it is an ideal holiday for a teacher desirous of improvement.

The increase in attendance necessitated the opening of the main building of the College as a residence. The first applicants were accommodated in Macdonald Hall to the number of about one hundred; the later applicants were accommodated at the College, and while it does not offer such comfortable quarters as the Hall, it is much preferred to boarding in the city.

If a summer course means work for the students, it means the same for the teachers. In the work in Nature Study and Agriculture it is impossible to put all the instruction into the hands of a few, as there are so many specialized branches to be treated.

### The Winter's Reading Course, 1910-11

The Teachers' Reading Course carried on in connection with the summer School work is required for the certificate in *Elementary Agriculture and Horticulture.* The intention is to have it carried on after the first summer's instruction, both as a review of the previous July's work and a preparation for the second year's work.

Teachers are expected to read the books carefully and synopsize them well enough to enable them to recall the chief material in the books on looking over the synopsis. It is advised that the work be done in a loose-leaf note-book similar to the one used for making records in the classes; written in ink, with chapters denoted, headings underlined, paragraphs indented, diagrams used, etc., as far as possible the same kind and size of paper being used throughout. The synopses are handed in at the *opening* of the second session, examined and given back to the owners.

The list of books is made large enough to enable a teacher to select those works which she finds in her experience will be most useful to her in her school Nature Study interests. Six books only are required. With the approval of the Director, teachers may substitute any other good standard work bearing on the subject of Agriculture or Horticulture in which they may find a special use and interest. The calendar arranged for the reading is only suggestive; the teachers may read the books in whatever order suits best.

*Nature Study*—September and October:

(1) Silcox and Stevenson's "*Modern Nature Study,*" and Dearness' "*How to Teach the Nature Study Course*"; or

(2) Hodge's "*Nature Study and Life.*"

*Agricultural Science*—November:
(1) Plumb's "*Types and Breeds of Farm Animals,*"
(2) Dean's "*Dairying,*"
(3) Robertson's "*First Lessons in Poultry Keeping.*"

*Physical Science*—December and January:
(1) King's "*Soils,*"
(2) Master's "*Plant Life,*"
(3) Dunn's "*Weather,*"
(4) Farr's "*Geology,*"
(5) A standard work in Astronomy.

*School Gardening, Etc.*—February:
(1) Greene's "*Amongst School Gardens,*"
(2) Kern's "*Amongst Country Schools.*"

*Horticultural Science*—March and April:
(1) Rexford's "*Flowers and How to Grow Them,*"
(2) Bailey's "*Principles of Fruit Growing,*"
(3) Green's "*Vegetable Gardening.*"

*Biological Science*—May and June:
(1) Bailey & Coleman's "*Biology,*"
(2) Conn's "*Bacteria, Yeasts and Moulds in the Home.*"

The following teachers were granted the above certificate: Miss C. Carrow, Brantford; Miss Mary Davidson, St. Catharines; Miss Mary E. Davies, Adrian, Elgin Co.; Miss Margaret Doherty, Agincourt, York Co.; Caroline Hare, Aylmer; Alvin Kaufman, Kurtzville, Huron Co.; Leila McEwan, Osnabruck Centre, Stormont Co.; Minnie Wilson, Huntley, Carleton; Norma Banting, Toronto; Madge Martin, Bridgeworth, Peterborough; Ethelwyn McArthur, Gobles, Oxford; Eli Robinson, B.S.A., Guelph.

### Progress of School Gardening in Ontario

For the past five years the Department of Education has offered extra grants to Rural and Village Schools and to teachers undertaking to carry on school gardens. At the present time the grant to the School Board is $50.00 for the first year and $30.00 for subsequent years. The special grant to the teacher is $30.00 annually. The money paid to the trustees is to help in purchasing and preparing extra land or to provide tools, seeds, etc. The teacher's grant is for successfully carrying out a course in Agriculture through the school garden. For 1911 the total grants reached the sum of $2,340.00; in 1910 there were seventeen schools with gardens; this year there are sixteen more, or thirty-three in all. It is expected that next year there will again be a large increase in the number.

All the gardens have been conducted by teachers who received their training at this College. Fourteen of the ninety-two members of the 1909 Normal Class and nine of the forty-one members of the 1910 class are represented. Five gardens have been conducted by teachers certificated in summer classes and the five male teachers represented in the list received their training in special classes previous to 1909. Four of the teachers in the list left the schools in June, but were succeeded in at least two of the schools by teachers holding the certificate in Elementary Agriculture.

Most of the gardens are in the western part of the province, where, as a rule, higher salaries prevail. In Carleton County, in which the work began about 1904, with five gardens under the Macdonald-Robertson scheme, three of these original gardens receive the grants. The County of Kent leads in the number of gardens; six were commenced during the year.

The following is a list of the School Gardens: *15, Burford; 23, Brantford; *5, Gloucester; *1, March; *6, North Gower; *11, Malahide; 13, Malahide; 13, Yarmouth; 2, Sidney; 8, Camden; 9, Oxford; 2, Chatham; 6, Chatham; 12, Chatham; 6, Raleigh and Dover; 1, Louth; *3, Louth; *5, Niagara; *1, Clinton; 3, Gainsborough; *12, Windham: *4, E. Whitby; 3, Downie; *1, Elma; 5, Cumberland; *7, Wellesley; 6, Waterloo; *3, Guelph; *6½ and 7, Guelph (Macdonald Consolidated); *8, Beverly; 9, Saltfleet; 1, Scarboro; 22, York.

### School Gardening for which Government Grants were not Paid

The gardens listed above do not by any means represent all the school garden work which was carried on in Ontario during the season of 1911. While we have no complete records of such, several are known through their co-operative work in the Schools' Division of the Experimental Union, or through special reports from Inspectors.

In the Schools' Division of the Experimental Union, schools are supplied with flower and vegetable seeds, the seeds of farm crops, tree seeds, vines, bulbs, shrubs and tree seedlings as well as instruction sheets, booklets on gardening, government publications and agricultural text-books. The forest tree seedlings, agricultural seeds, government publications, and instruction sheets are furnished free; charges are made for the other material. Several hundred schools have taken advantage of the offers made during the year, and have thus taken some steps towards arousing an interest in agriculture and horticulture amongst their pupils.

One hundred and fifty schools purchased seed supplies for school gardening purposes in addition to sixteen other schools that took only free material. Of the work done reports have been received from thirty-eight. Twenty-two report taking up the work in school gardens and sixteen report home gardens. As it is in no sense obligatory for teachers to report, we are unable to say how many more of the one hundred and sixty-six schools co-operating carried on the work for which they obtained supplies.

The following report School Gardens: 1, Cape Croker (Indian Reserve); 10, Carrick; 4, Mono; 7, Williamsburg; 17, Southwold; 5, Malahide; 11, Bayham; 10, Sydenham and St. Vincent; Victoria Public School, Owen Sound; 5, McGillivray; 3, Westminster; 13, Charlotteville; 13, Blenheim; 7, Chinguacousy; 3, Chinguacousy; Public School, Listowel; 1, Ellice; 6, Fenelon; 16, Wellesley; 3, West Garafraxa; Charlton Ave. Public School, Hamilton.

The following report work carried out in Home Gardens: 20, Brantford; 1, Brant; 9, Kinloss; 5, Collingwood; 16, Sydenham; 3, Walpole; 1, Elzevir; 12, Sidney; 12, Huron; 9, Stephen and Usborne; 6, Caradoc; 11, Elma; 1, Alfred; 13, Nottawasaga; 3, Vespra and Oro; 10, Vespra; Bolton Ave. Public School, Toronto.

In addition to the Gardening work listed above as qualifying for grants or co-operating in the schemes of the Schools' Division of the Experimental Union, the following schools are reported by Inspectors as taking up the work in gardens at the schools: Brantford Public School; 8, Burford; 3, Huntley; Richmond Pub-

*Schools marked thus had gardens for which grants were received in 1910.

lic School; 6, Fitzroy; Morrisburg Public School; Chesterville Public School; 18, Winchester; nearly every school in East Elgin; 2, Clinton and Louth; Chesley Ave. Public School, London; Chelsea Green, London; 17, Westminster; 5, South Norwich; 8, Blenheim; 1, Mornington; 23, Waterloo; Ayr Public School; Baden Public School; Torrance Public School, Guelph; 3, Barton; U.3, Barton, Glanford and Ancaster.

In all, ninety-two schools are thus known to have taken some active part in this phase of the school work during the season of 1911. Undoubtedly the number would be much larger if all were known. Perhaps the number would be nearer three hundred than one hundred if there were better means of receiving reports from all the schools that interest themselves in the work. Hereafter, suitable plans will be arranged for keeping definite records of all schools that carry out schemes of instruction in agriculture and horticulture through school or home gardening.

In this survey, no account is attempted of those schools which merely distribute seeds for local horticultural societies, and do not systematically use the children's experiences in the school Nature Study and other work. In many places children are encouraged to take some competitive interest in gardening through such seed distributions, but this line of work, though good in itself, cannot legitimately lay claim to being *School Gardening.*

### Some Features of School Gardening as seen by Ontario Teachers in introducing the Work into their Schools

To any who are interested in the subject of school gardening, the experiences of the teachers who have undertaken the work will be deserving of attention. Below we quote excerpts from correspondence and reports, showing their difficulties and hindrances, their helps and encouragements, their successes and rewards, their needs, their plans, their suggestions.

Back of all the experiences quoted, there is evidence of three great needs; there is need for the moral support that comes from an enlightened public understanding of the intention of the work and the methods used; there is need for the work receiving a proper and official status on the school programme of studies on a par with other school subjects; and there is need of the study being given a more definite shape, system and aim, such as history or geography has.

While we may congratulate ourselves in Ontario that the work has advanced as far as it has and that no other province in Canada or state in the United States can show greater—if indeed so much—progress, at the same time it must be acknowledged that we are out-distanced by many other countries. In Australia, for example, gardening is very widely practised at the State Schools. In Victoria there are more than twelve hundred; in Western Australia practically every school has its school garden. In the past few years gardens have become very common in many counties in England.

### Is it Worth While?

"I would not be without the garden now for any consideration, although I am looking forward to twice as much work personally next year as the oldest pupil is only eleven years."

"We are going to continue the work as I shouldn't want to teach if I couldn't have a garden."

### The Attitude of the Public—How Gardening Slowly Grows in Favour

"Parents, trustees and inspector regard it as a harmless fad of mine."

"All are indifferent here, especially the inspector, who laughs at the school garden idea."

"I was surprised to find our inspector opposed to school gardens."

"Some parents are indifferent; others have become interested on seeing their children interested."

"The trustees will give no assistance, so we intend to borrow a wheelbarrow and go to the nearest barnyard for fertilizer, which we get if we will haul it ourselves."

"The children were unable to plant early because of lack of home co-operation."

"I had no assistance from them but all had a friendly feeling towards the garden."

"The majority of the people seem to view the work more favourably now."

"Interest is growing but we have no school garden as yet."

"Public sentiment has improved sufficiently to make next year's effort less of an undertaking for the school board and teacher."

"The trustees are interested to the extent of purchasing a piece of ground adjoining the school yard for a garden."

"I think I can use more time (i.e. from the school work) next year without any unpleasant comments of parents."

"The people are delighted with the garden."

"The people who opposed the garden at first have either turned indifferent or favourable. The chief complaints were the expense and waste of time."

"Sceptical parents influence the older pupils to think the work is only a particular teacher's hobby or whim."

"People are satisfied to have it go on."

"The parents and trustees seem interested in the work and give us great encouragement though little practical assistance."

"Another man told me that his boy laid out plots in their own garden and 'he knew how to go ahead with it. I think he knew as well or better than I.' He is only a small boy."

### The Effect on the Pupils—How they Like this School Subject

"It has a good effect on discipline."

"They seem to enjoy coming to school and have developed an interest in nature."

"The pupils are always willing and anxious to work. We attribute the general good behaviour to the good relations established in the garden."

"I find all my pupils are taking a more intelligent interest in this work."

"The pupils often came very early in the morning to work on their plots and seemed to be well satisfied with their opportunity to do this work."

"I have heard some of the children who did not care to take the work this year announce the fact that they were going to have beds of their own next year."

"It promoted a spirit of friendliness and helpfulness among the pupils. A number of them also walked a couple of miles during the holidays to water and care for their plants a few times."

"I found the interest of the children never failed. At every intermission there was a bee-line made for the garden."

"A bond of sympathy between teachers and pupils—both interested in the same pleasant work."

"It causes them to enjoy work when they can see and enjoy the results of their own work. Nearly all the children were delighted with the work."

"I was very much pleased when they ( the pupils) suggested taking the money they get for carrying in wood ($1.50) to buy bulbs. So we have a lot of bulbs planted in our border along the road fence."

"As a rule not many of the children were very enthusiastic but from one boy the only really good composition I ever received was about his garden."

"One boy had splendid success with barley."

"Sadie Walker brought a very fine ear of pop-corn fully developed and I promised to report about it. Some have had success with the O.A.C. No. 21 barley and report enough to replant next year."

"The seed barley grew very well for some of the pupils. Two brothers who received a packet apiece report nearly half a peck of seed. Two others who sowed on low land say they had a large sheaf but the heads were not well filled. One boy who sowed emmer says he has about a quart of seed. These two boys are very much interested." Bruce Co.

"One of the boys experimented with the barley and his parents gave him help, which encouraged the boy." Simcoe Co.

**The Care of the Garden During Holidays—How the Holiday Problem Can be Solved**

"The Women's Institute undertook the care of it."

"The trustees looked after the garden during the holidays. They weeded it and tended it."

"Children went to the garden twice a week to care for their plots. The Board hired a man ($10.00) to water and look after the garden in general."

"The garden was left as clean as possible at the end of June. I made two trips to attend to the garden and two or three pupils came at the same time."

"Teacher and pupils met at garden each Friday afternoon from 2 to 4 o'clock."

"The pupils came each week and cared for it in turn."

"Children attended to it. Some plots were neglected."

"The children visited the gardens at least once a week. On account of scarcity of labour the boys did not come so often."

"Pupils all wanted to help care for the garden in the holidays, so a number were appointed to come at set times. Each, when he came, was to attend specially to his own plot and the group was then to go over the garden and look after any needed work. I arranged it so as to have three groups come in two weeks and set the date so that each pupil knew when he was to come. There were three or four in a group generally and I tried to arrange to have pupils who lived near each other or were particular friends, appointed for the same day. They seemed to take it as an outing and came oftener than asked to come. No pupil was asked to come more than twice and many only once. Most of them came oftener, however, In this way all seemed to keep up an interest and the garden was well cared for." Waterloo Co.

**The Need of Good Neighbours, Good Fences, Good Soil, and Some Tools**

"Plots were more or less destroyed in summer holidays."

"Some visitors think they have the right to pluck flowers and eat anything they like in the garden."

"On the 21st of June, our garden suffered a real disaster from five head of cattle hooking the gate open and entering during the night."

"Ten of the plots were not a success owing to destruction by sheep. We were most disappointed about our barley experiment which was carefully planted and almost all destroyed."

"The whole planting was successful after we had replanted owing to a great pest of wireworms which destroyed the first growth."

"The school grounds have been graded recently and the stiff clay subsoil exposed will scarcely grow weeds."

"One end of my garden was a very heavy clay which baked very hard after a rain, when the sun came out."

"The China Pink seed did not germinate well as the weather was dry and there is no water at the school, or very near it."

"Plots were not ready till late spring. We had no tools but borrowed ones."

"The grain grew until the end of July when the neighbour's cattle, etc."

### The Teacher's Difficulty in Teaching Agriculture

"We have so many studies on the curriculum that our time is very short for each study."

"The chief difficulty in the work is to get time to take the extra lessons."

"The regular course of study is more than I can accomplish in an ungraded school. When the Government decides that Agriculture is more desirable as a study than some of the regular work, why do they not reduce the amount of this to make room for Agriculture? The latest changes have added a considerable amount to the regular work."

"The work of cultivation takes so much time that, although I enjoyed it all immensely, it leaves me so little time for my other work. But this was partly due to the fact that the first year required more work than another year will."

"My school is small, as also are the pupils, so we found the work a little heavy. We had difficulty in getting the garden ploughed last fall (1910), but this fall we had no difficulty in getting twice as much plowed."

"The parents have no idea you are neglecting the three R's. It is difficult to spend sufficient time for all the good lessons that might be taken from the garden."

### School Lessons in Agriculture and Horticulture—What some Schools Teach

"We have experimental window boxes and develop a great many experiments in these." Haldimand Co.

"We have made a study of the apples of the neighbourhood by having the pupils bring different varieties. The District Agricultural Representative helped us in naming some of them." Hastings Co.

"We had an experimental plot where we tried transplanting vegetables thinned out of the pupils' plots, and were very successful indeed. We tried beans with four and six leaves without losing a single plant."

"I have arranged to take one agricultural topic each week from the topics suggested in the leaflets but feel the need of a definite course and a source of information on some topics." Lincoln Co.

"Lessons on forms of water, on evaporation, condensation, percolation through different materials and through soil; capillarity taught by gas-chimney filled with soil and set in glasses, water being then poured into the glass, wetting the soil from the bottom up; osmosis, shown by using brine and an egg-shell. For city yard purposes we found the training of climbers on fences, and especially the introduction of trailing vegetables tacked to fence, squash, citrons, etc., an interesting experi-

ment. The children have more to do throughout the season with these, and interest is sustained." Bolton Ave. Public School, Toronto.

"For winter work we have attempted nothing new, as our old plans have stood the tests of many years. The school gardens are tidied, leaves raked up and buried in hollow or low spots, perennials protected for winter, bulbs planted, and the tools carefully polished and put away for winter. Slips of geraniums are distributed for home growing, and prizes to be awarded before the Easter holidays. Old roots of geraniums are planted in boxes and placed in the cellar with hopes of a few survivals for the early spring planting. Plants are potted for the school windows, the soil being prepared by the pupils. School window sills are fitted with trays having strong handles on the ends, which can be lifted out on frosty nights, and the care of the plants in the windows divided among the pupils of the classes so that they vie with each other in keeping them in good condition." Charlton Ave. P. S., Hamilton.

### School Fairs—How to Arouse Interest Amongst the Public

"We had a school Fair with what we had grown. The Broom Corn was the greatest curiosity." Hastings Co.

"The School Garden Fair was held in the school room on September 18th, 1911, and about sixty visitors were present. The District Agricultural Representative conducted a weed seed contest amongst the older pupils. . . . Each one who brought an exhibit and did not get a prize was given two tulip bulbs. Prizes were also given for the best Garden Journal." Victoria Co.

"Women's Institute had a fair and the children exhibited there." Kent Co.

"We had a Corn Fair last fall—an exhibition of corn by pupils, with literary and musical programme." Kent Co.

"On Friday last some of the results of the children's gardening operations were to be seen at the school, where a display of vegetables and flowers almost equalling a small township fair was on view. The beets, carrots, radishes, squash, etc., were a credit to the young growers, and the flowers, including asters, zinnias, sweet peas and other annuals, made a very attractive show. Prize ribbons were awarded for the best exhibits in the different classes, and some of the teachers gave books also as first prizes. This means of inculcating a taste for horticulture in the minds of the children is highly commendable and worthy of encouragement. We understand that an exhibition of industrial art and manual training work, which are now being taken up in the school, is in contemplation for next spring." From newspaper report, Listowel.

"The Toronto Horticultural Society this year gave us twelve dollars for our Fair, which we used in small cash prizes for the winners." Bolton Ave. P.S., Toronto.

"For two hours last night the village of Swansea was dark. No lights shone forth from the windows, and the houses for the time being were deserted. Up at the grounds of the public school, however, there was a strange contrast. Here was assembled the whole population and everything was gay and bright. The occasion was the Public School Annual Flower Show, and within the large red tent on the campus was as fine a collection of flowers as one could wish to see." Toronto *Globe,* September 23rd, 1911.

"The entire population turned out, mothers, fathers, children, and often the baby. . . . All enjoyed themselves to the fullest, in viewing the flowers and listening to the music. . . . More than 130 exhibitions of fruit, vegetables and

flowers were made at this show. . . . The members of the school board and private citizens donated the prizes." Toronto *Telegram,* Sept. 23, 1911.

### Co-operation—How Some People Help

"The trustees gave the manure for the plots."

"We sold $2.30 worth of produce from the class plots. There was no garden produce wasted or unused."

"The Women's Institute was interested in the flowers."

"The four plots marked X were planted with different varieties of asters given us by one of the trustees. They had the most beautiful flowers on them I ever saw. . . . We had a number of tomato plants given us and we planted them in an experimental plot." York Co.

"The parents became interested and all money needed was cheerfully donated. One gentleman told me he had $5.00 to help buy plants next spring. It is wonderful the interest and pride the children take in their flowers. One thing that impressed me was the way the very young children learned and remembered the names of the flowers. Many of the citizens expressed wonder at the way the children cared for the flowers. . . . Flowers were sent to the hospital, to the public library, and to the aged and sick." Owen Sound.

"Some of the farmers were quite favourably impressed wtih the barley sent."

"The trustees could not procure land, and, as there are only eighteen pupils, they consented to plough up a strip in the play ground. They voted me ten dollars to carry on the work. The parents ploughed, manured and harrowed the land free. With the money I procured 1 spade, 98 cts.; 3 hoes, $1.10; 2 rakes, 70 cts.; 2 watering cans, 60 cts.; seeds, $1.20; onions, 20 cts.; total, $4.78." Grey Co.

### The Rural School Problem and Agricultural Education

Our enquiries made last year amongst rural teachers showed several needs that are more or less apparent to all. These needs are still with us, and will be, it may be expected, until some great movement takes place to put the school-master in his rightful place, and to establish his work as a permanent, well paid, well protected, and honoured civil service! Then if the state requires of the school a certain service in teaching the future citizens, that service can be done! Then the teaching of agriculture becomes a simple matter.

Not that there is no need for advocating the teaching of Agriculture in the rural schools. As time goes on there is greater and greater need for it. The inadequacy of the teaching force is the chief lack. In three years we have trained about two hundred and fifty teachers for the service: this is scarcely a handful for the five thousand schools that might profitably use them. With the shrinkage that comes from teachers leaving the country schools to take positions in the towns and cities and from their retiring to take up other lines of work, little advance can be made if other means are not found to meet the situation.

The isolation of the teacher is another hindrance. The teacher in the one-teacher rural school is one of the most isolated workers in the world's workshop. Surrounded often by influences that retard, seeing her inspector only twice a year, cut off from her fellow workers, left without any direct means of communication with the educational authorities, and ignorant of the progress of education in the world at large, it is hard to expect any widespread effect from a few girls scattered here and there throughout the schools of the Province.

The lack of widespread moral support is felt, too. Teachers would do more for

the cause if the people at large understood the meaning and purpose of education aright and gave their teachers their support in advancing along new lines. Without this support a teacher, however progressive she may be, must in a large measure follow the well beaten tracks. She cannot make her environment; she is the victim of it.

To overcome these weaknesses, great changes will have to be brought about. To supply an adequate number of qualified teachers, not only must the work of the College be extended in its Normal and Summer Courses, but Agriculture will need to be taught in all the Normal and Model Schools. To bring the one-roomed rural school out of its isolation, the question of consolidating schools must be considered. To stimulate popular sentiment in favour of education, a strong propaganda is called for from all the educational forces in the country.

### Extension Work

The work of the *Schools' Division of the Agricultural and Experimental Union,* commenced in 1909, was continued in 1911, with some new features added. It was felt that the response made by teachers, trustees and inspectors in the first and second year's operations and the favourable reports received warranted us in extending the lines of co-operation between the schools and the College. The past year's results have justified the extra expense and labour. Several hundred schools have shared in the distribution of materials.

The following were offered to the schools this year:

(1) *Seed Packets for Children's Gardening.*—These were sold at 2 cents a packet. In most cases they were used by the children in home gardening rather than in school gardens. With the seeds a circular of instruction was sent out to guide the children and teacher in the practical work. Another circular was specially prepared as a guide to the teacher in taking up lessons in the school based on the work. 135 schools have co-operated in the work. Most of the schools are in country districts. Several thousand children have received the packets.

(2) *School Collection of Forest Tree Seedlings.*—The material in this collection was sent out from the Government Forest Nursery in Norfolk County. It consisted of 12 White Pine Seedlings (2 year stock), 12 Scotch Pine (2 year stock), 12 Norway Spruce (3 or 4 years), 12 Cedars (2 years), with a miscellaneous addition of deciduous tree seedlings.

It was stipulated that they might be distributed to the pupils, if they were not required for the school grounds, after they had served an educational purpose at the school for at least one year. In connection with this an offer was made to School Boards to provide material for reforesting any waste land connected with the school, and which would be controlled permanently for educational purposes. Although, a few trustees corresponded on the subject, no school took up the work; this line of work with the schools offers a good field for inculcating reforesting sentiments and practices.

37 schools received these collections.

(3) *Seed Barley for School Experiment in Agriculture.*—In 1909 and 1910 different species were sent to the schools for observation plots. This year packets of specially selected O. A. C. No. 21 Barley were sent out for a little experiment. The work was to plant the seed in $\frac{1}{1000}$ acre plots one week apart, commencing with the earliest possible date of seeding. Comparisons of growth and yield were to be made. When the school was unable to carry out the work the seed was to be used for demonstration purposes. A chart showing the results of this experiment on the Experimental Farm was prepared to accompany the school's work.

About 200 schools received this material.

(4) *School Collection of Agricultural Seeds.*—This included samples of different kinds of field crops, such as wheats, corns, clovers and legumes, grasses, flax, buckwheat, etc. The intention was to have schools provided with small plots on the school grounds that would furnish material for practical studies on growth, flowering, seeding, etc. A number of town schools accepted the offer and have made good use of the material.

About 200 schools were provided with the collection.

(5) *Tulip Bulbs.* The object was to encourage the improvement of school grounds by the planting of tulips. A special selection of the best known and hardiest varieties of white, red, yellow, and striped tulips was made for this.

10 schools sent orders for these.

(6) *School Collection of Hardy Climbers.*—This collection, like the tulip bulbs, was arranged to help in improving school grounds throughout the country. It included two Virginia Creepers, two Boston Ives, two Hardy Climbing Roses, and one shrub Hydrangea. The Virginia Creepers were intended for covering unsightly fences or outbuildings and the roses for adorning the walls.

40 schools secured these.

(7) *School Collection of Shrubs.*—This collection was arranged for to enable schools to secure first-class shrubs for decorating the school grounds. The shrubs selected were all well adapted to withstand our climate. They consisted of the Flowering Currant, Spirea Van Houtei, Bush Honeysuckle, High Bush Cranberry, Siberian Pea Tree, Syringa or Mock Orange, and a selection of Lilacs.

4 schools ordered these.

(8) *Weed Seed Collection.*—This collection was sold for 25 cents. The seeds included in it represented those covered in the Seed Control Act of 1905, the sale of which is restricted in seed grain, clover, etc., as well as some of the more common weed seeds found as common impurities. These collections have been put up specially by the Botanical Department for educational purposes. Teachers have found them useful for reference.

(9) *Picture of the Ontario Agricultural College.*—This is a picture 12 inches by 18 inches, showing views of the College buildings, fields, class work, etc. It was sent to schools on condition that it be framed and given a place on the school walls. A presentation card was sent with it, to show when and under what circumstances the picture came into the school. An instruction sheet for the teacher was sent with it also, outlining lessons based on the picture that might be taken up with the pupils.

34 schools were provided with the picture this year.

(10) *The Schools' and Teachers' Bulletin.*—These four-page monthly reprints from the College paper were included in the offerings; as through these we seek to keep teachers informed as to advances in the teaching of domestic science, manual training and elementary agriculture. On account of not being allowed franking privilege in the mails for the publication, a charge of ten cents had to be made to cover the cost of postage.

About 100 teachers are receiving this.

(11) *The O. A. C. Review for School Libraries.*—We aim to have the College paper used as a link between the country school and the College. Through its presence in the school library teachers, pupils, and parents may be led to see the desirability of a higher education for the modern farmer than that which may be provided in the local school. A great many inspectors are in sympathy with this aim and are giving their support to its accomplishment.

(12) *Government Publications for School Libraries.*—In an endeavour to have better use made of our Government bulletins and reports through the rising generation being made acquainted with them in their school libraries, special order sheets were prepared and sent to the schools.

90 schools have secured some of these.

(13) *Agricultural Text Books for School Libraries.*—This branch of the work was undertaken to assist and encourage teachers and trustees to get some of the best work into the school libraries, so that our children might be trained into reading along the lines of their home interests.

22 schools have been helped in this.

### Other Ontario Boys can do this Work too !

#### A Boy's Experiment in Agriculture

Last spring we sent out specially selected O. A. C. No. 21 Barley to teachers for a school experiment in agriculture. The intention was twofold: to distribute through the agency of the schools of Ontario material for seed improvement, and to make the school work in agriculture that we proposed for the schools sound pedagogically, basing it on practical work done by the pupils. Where the teacher could not undertake the work on the school ground, the seed was to be distributed to the best advantage amongst the pupils and their parents.

One boy in Victoria County carried the work out at home, and his teacher—Miss Martha Langsford, Cameron P.O.—sends the report of his good work.

His records speak for themselves. The experiment was to sow 1-1000 acre plots of barley one week apart, commencing at the earliest possible date and to compare growth and yields. This boy says he is coming to the Agricultural College some day. Even if he never does he can be counted on to make a scientific farmer.

**Experiment with Barley**

| Plot | Planted | Sprouted | Headed | Height | Yield | Weight of Pint and Remark |
|---|---|---|---|---|---|---|
| 1 | Apr. 27 | May 7 | June 15 | 2 ft. 10 in. | 17 ozs. | 11¼ ozs. |
| 2 | May 10 | May 15 | ..... | 2 ft. 6 in. | 12½ ozs. | Ground frozen, and so planted late. |
| 3 | May 12 | May 16 | ..... | 2 ft. 6 in. | 11 ozs. | Forgot to mark when harvested. |
| 4 | May 17 | May 23 | ..... | 2 ft. 2 in. | 7⅜ ozs. | Exceedingly dry weather. |
| 5 | May 25 | June 3 | ..... | 1 ft. 8 in. | 1¼ ozs. | Boys said crows ate it. Very little grew. |

To make the work of the schools seen in its proper relation a chart was prepared dealing with this same line of experimentation on the Experimental Farm. This chart has been sent to the schools that are taking up garden work.

#### How the College reaches the Boys and Girls of the Schools through the Teachers

In last year's report (1910), the question of the value of teacher-training work of the College was considered. The testimony of the teachers who had attended during the spring term of 1909 had been solicited and reported on. In our efforts to keep the College in touch with those who go out into the Province to disseminate its teachings, we have this year learned something of the experience of the class of 1910. This class was composed of forty-one young women, and most of them took positions in country schools. On the whole, their experiences are similar to those of their predecessors of the previous year. There is some evidence, though, that there is a

growing interest in the school work for which the teachers were specially trained here. Fifteen per cent. of the class of 1909 are reported as having school gardens this year, while twenty-two per cent. of the class of 1910 have succeeded in introducing them. In last year's report, the teachers' experiences were quoted extensively in regard to the value of their training here, their success in introducing gardens, their difficulties in teaching agriculture, the support received from trustees and others, the best method for taking up the work, and other topics related to the teaching of agriculture in rural schools. For this year, only a few observations are offered in this connection; they show again how the work of the College reaches into the schools through the teachers:

"I would consider it almost impossible to teach in a rural school now without having taken the course at Guelph."

"It is now pleasant to hear farmers discuss their crops and work, and not tiresome as it used to be."

"The most useful part of the course to me in my work is the study of weeds, trees, and insects."

"A majority of the intelligent people are glad that school isn't all 'sums,' 'spelling,' etc."

"The course was more 'worth while' than all academic and professional work combined from a 'life' viewpoint."

"It has made rural life more congenial."

"It has given me a broader sympathy with rural life and taught me to look on Agriculture as a Science."

"I can truly say that I find my course useful every day in some way—not always the same line, but in some way."

"I have often loaned some of my bulletins to the neighbouring farmers."

"The course at Guelph opened my eyes to the fact of how ignorant I was in regard to common things in Nature and made me anxious to be able to name every weed, grain, etc., I come in contact with. This I find of much use in conversing with farmers who appreciate a teacher's knowledge along these lines."

"Truly the children of the country have 'eyes that see not and ears that hear not,' but when some of the simple wonders that are every minute taking place around them are shown to them it is surprising how enthusiastic they become. They are all lovers of nature, and I really think it is an incentive to have a child attend regularly when he knows a part of the day will be spent in Nature study."

While it must be acknowledged that a very small fraction of the 10,000 teachers and the 450,000 pupils in our schools are reached in this extension work so far, it seems to promise a larger adoption in the years to come. Even though our efforts fail to bring the large proportion of teachers into active co-operation with us, through the work done by the few an impelling change may be effected in a few years in the schools of the Province at large. Certainly a large field lies before us—all the teachers and all the pupils in the schools! To associate these with the College in promoting better agriculture and better living stimulates the imagination and is worthy of our most strenuous efforts.

Respectfully submitted,

S. B. McCready,
Director of Elementary Agricultural Education.
Ontario Agricultural College.
Nature Study Department.
Guelph, January, 1912.

## CHILDREN'S GARDENING

(Circular No. 13A)

### How to Keep Your Garden Journal

He is happiest who hath power
To gather wisdom from a flower.
—*Wordsworth.*

If you are going to take up gardening as one of your school studies, you will find it a useful thing—and pleasant too, it is to be hoped—to keep records of your experiences from year to year in a garden journal.

Let this booklet be the commencement of your journal. Make a cover for it out of cardboard, a little wider and longer than these pages. Cover the cardboard by pasting bookbinder's linen over it if you can procure this material. Punch small holes through the front and back covers so as to permit a lace to be used for holding the leaves together. If the covers are made with a "break" in them near the left-hand edge, this will provide a hinge that will allow the book to open readily even when the laces are tight. For additional pages, cut out paper exactly the same size as these pages and punch holes at the proper places for the lace. Make the book strong and neat, so that you may keep it as a souvenir of your school days. You can add to its pages year after year. Other circulars published by the Department of Education or the Department of Agriculture may also be included. It will be pleasant to look over the records of your gardening experiences in the years to come, and there may be, too, valuable records to which you wish to refer.

Keep records of all the interesting things that you do or learn in gardening. Insert the plans of your gardens. Tell how you prepared the ground, planted the seed, and killed the weeds. Keep notes on the dates you planted, how long before the vegetables were ready to use, when the flowers bloomed or were killed by the frost. Make records of the birds you saw in the garden, and of the doings of toads, snails, earth-worms, and insects. Write accounts of your visits to flower shows, fruit shows, grain shows, gardens, and parks, and insert pictures of them if possible. Include the colour studies and drawings of the plants that you make in your drawing lessons. Describe any exhibition of flowers and vegetables which your school may hold. Paste in newspaper articles and illustrations which may be of use for reference.

Paste in also the envelopes that your seeds come in. With liquid glue or good mucilage, fasten samples of the seeds on stiff cardboard cut to the right size, and label them neatly. Learn to dry and press plants so that you may mount specimens of those that you grow, showing them as little seedlings as well as the older plants; also preserve some of the autumn leaves by waxing and mounting them.

Keep records of all the operations of farming through the seasons. Insert maps showing the fields on your farms and the crops that were grown on them.

You might even insert recipes for preparing the vegetables that you grow for use on the table. This would be part of your Domestic Science studies.

Write all the records in ink and keep them neat. Do not crowd the work in the book. Keeping a Garden Journal will help you to become a good gardener as well as a good scholar.

In all places, then, and in all seasons,
Flowers expand their light and soul-like wings,
Teaching us by most persuasive reasons
How akin they are to human beings.
—*Longfellow.*

### Garden Tools and Their Care

In order to carry out your work in the best possible way, you should have your own tools or some controlling share in those belonging to your father.

Do not buy cheap tools that are meant for toys. Get fair-sized tools of good quality always. For turning the ground in the Spring, a spade or digging fork is needed. For making the soil fine, cleaning out stones, and gathering rubbish, a rake is necessary. For planting the seed a garden line or straight-edged board will be required. For cultivating the garden throughout the season a hoe is needed. A twelve-tooth rake will not be too large. The hoe should have a strong blade and, if the soil is stony, it will need to be kept sharp by filing. For weeding in close to the plants in the rows a hand weeder is very useful; there are different patterns of these, but the claw and trowel shaped forms are to be preferred.

There should be one place to keep the tools when they are not in use. You should form the habit, moreover, of putting them away in this place after using them. Tools should never be put away dirty or wet. Rub the metal parts with an oiled or greasy cloth to keep them from rusting. In putting them away for the winter, clean off the rust with sandpaper or emery cloth and apply a thin coat of vaseline or tallow to the iron; in addition, oil the wooden parts with linseed oil; keep them in a dry place. Good tools when properly cared for will last for many seasons, but they are easily spoiled by carelessness or neglect.

There is a need, too, for a watering-can at certain times. But if you read carefully under the heading of Mulching, you will learn that the need is not so great as is generally believed. After using a can, empty it carefully and hang upside down.

### What to Grow, and How to Procure Seed

It is always best to look ahead and decide beforehand what you would most like to grow in your garden. You will have to consider also what kind of plants will do best in the particular piece of ground you have at your disposal. Plants are like people, they all have special requirements, and particular likes and dislikes. To make a wise choice you must try to find out all you can about the plants you wish to grow, and when you are first starting it is much better to choose the commoner plants which are almost certain to grow well under any conditions. You can leave the others until you have had more experience. Here is a list of flowers and vegetables you can choose from:

*Flower Seeds.*—Zinnias, Sunflower, Shirley Poppies, Morning Glories, French Marigolds, Pot Marigolds, Nasturtiums, Sweet Peas, Sweet Alyssum, Portulacas, Mignonette, Asters, Corn Flowers, Candytuft, Eschscholtzias, Verbenas, Four O'Clocks, Sweet Sultanas, Calliopsis, Nigella.

*Vegetables.*—Radish, Cress, Kale, Lettuce, Onion, Parsnip, Carrot, Salsify, Beets, Turnips, Spinach, Corn, Beans, Peas, Squash, Cabbage, Tomatoes.

When you have become more interested in your garden you will most likely wish to improve it so that it will go on looking better every year. To do this it is a good plan to put in some plants which continue growing from season to season. These are called *Perennials* and they include some of our most beautiful garden plants, such as Larkspurs, Columbines, and Hollyhocks.

It is quite a simple matter to grow these yourself from seed though you will have to be a little more patient in waiting for them to come into flower, than in the case of the *Annuals.* Some of them may bloom a little the first summer, but in the majority of cases you will not get results

till the next season. Seeds of perennials may be planted quite late in the season, but it is better to get them in as early as possible, so that they make a good growth the first year. Choose a sheltered spot in the garden, not too sunny, and plant the seed in rows. The little plants should be shaded in warm weather. When about three inches high they may be shifted to their permanent quarters. They should be protected in winter with a mulch of long straw and manure. Some good perennials to grow are the following: Larkspur, Sweet William, Hollyhocks, Bleeding-Heart, Iris, Foxgloves, Gaillardias, Canterbury Bells, Perennial Sunflowers, Columbines, Forget-Me-Not, Peony, Oriental Poppy, Phlox, Periwinkle.

In preparation for the purchasing of seeds, you should procure seed catalogues from some of our reliable seed firms a month or two before gardening work commences. Study them carefully, make your selection and order the best quality of seeds. Send in your order early, for though you may have your seed too early for use, you will be the better enabled to settle your plans and take advantage of an early season of growth.

### Locating and Laying Out a Garden at Home

Choose a good location for your plot. Do not have it near a building where it would be shaded, or injured by rain dripping from the roof. Do not have it too near a tree where shade or roots might interfere with your plants. Have it, if you can, where it may have a full exposure to the sun, rain, and air. Successful gardening may, however, be carried out in borders along fences, using the fence itself as a support for climbing plants. If the planting is to be done in rows, it will be of advantage to have them running north and south as one row does not, in that case, shade its neighbour.

The size and shape of the beds will depend on the space that may be allowed for them in the family garden. Do not try to work too much ground. A plot four feet wide and ten feet long is recommended as suitable in size and dimensions. This will be large enough for both flowers and vegetables, allowing for a narrow path between them. It may be advisable in some cases to use the larger part of the plot for the vegetables. Or you may be able to get enough land for a larger plot than this; if you think you can look after it properly, do not hesitate to take it; if you plan to sell your products you will need such. In some cases it might be thought best to grow your flowers as a border instead of in a separate plot of your own.

After deciding on the location and size of the beds, measure out the plots very exactly with a yard-stick or other measure, and drive stakes down at the corners. These stakes will be best an inch square and about a foot and a half long. When the bed is all planted they should be driven down so as to show only an inch or two above the ground.

It is a mistake to have narrow paths. Make those about your plots at least a foot and a half wide. If the soil is light or sandy do not have the beds higher than the paths; if the soil is not sandy a little of the earth from the paths might be raked onto the beds to make them a little elevated. But this should not be overdone. In School Gardens the paths should be at least two feet wide between individual plots, and three feet between the rows of plots.

**Even in the stifling bosom of the town**
**A garden in which nothing thrives**
**Has charms that soothe the rich possessor;**
**Much consoled that here and there**
**Some sprigs of mournful mint**
**Grace the spot he cultivates.** —*Cowper.*

### Preparation of the Soil

*In the Fall.*—The best time to begin the preparation of the garden soil is in the fall. The ground should be well cleaned of all weeds and rubbish and dug deeply, with manure added if the soil needs enriching. Leave the surface rough and uneven so that the winter weathering may help in killing weed seeds or roots and also work its beneficial changes on the soil particles. Winter's work on the soil is a very important one.

*In the Spring.*—Do not be in too great a hurry to work the soil. If the earth is so wet that it sticks to the spade or holds in a firm lump when a handful is squeezed, it should be left untouched for a few more days of drying. When it crumbles readily under the spading or after pressure in the hand it is mellow enough to make a commencement.

If the garden has been dug in the fall—and it should be—it will likely be easy work to turn it over again in the spring with a spade or digging fork. If it has not had fall preparation this will not be so easy. Dig one foot deep and mix in some well-rotted manure if this has not been done previously. See that the surface of the ground is even, filling up any holes or hollows from the higher portions. To improve a heavy clay soil mix in some sand, leaf mould, or fine manure; this will prevent it baking into a hard cake on the surface. Break all lumps just as fine as possible and remove stones and rubbish.

*Raking.*—Rake the bed until the surface is very fine to a depth of two or three inches. Do not be satisfied with having it "good enough"; have it as fine as it can be made with a rake. The most effective work in preparing the soil is done after many people would say it is ready for planting. Make the soil firm by tapping it down with the rake or tramping over it. Do not sow seed in soil before it has settled or been firmed, nor before the soil is warmed through.

### Planning the Plot and Planting the Seed

Have a clear plan in your mind of your garden that is to be. Discuss it with your parents and also your teacher and classmates. Decide on the width between the rows, the number of rows and the portion of the plot that you intend for flowers. The better you plan, the better your garden should be. Draw a map or plan of it, and follow this in your planting. Be sure to allow plenty of space for the plants—not for the time when they are young, but for the time when they are full grown. Do not be stingy with space.

Remember again that in preparing the seed bed the soil should be firmly consolidated and the rake used until a very fine and even surface is obtained.

Put in the seed according to the instructions given on the seed packets or, what is, perhaps, a safer guide, follow the advice of older local gardeners. Seeds of different sizes require to be planted at different depths. The rule for the depth is to cover seeds to four times their size in diameter. Very fine seed such as Petunia should be scarcely more than covered; stirring the soil about them very lightly is all that is necessary. Plant them in a straight line, using the garden line or a straight-edged board as a guide for marking the drill.

Cover the seed lightly and press the earth over it gently and firmly with your rake. If the soil is heavy—that is, has much clay in it—it will be sufficient to firm the earth over the seed by tapping it with the rake or pressing the planting board on it. If the soil is light—that is, has much sand in it—you will require to press the earth over the seed much more firmly. This is needed to bring the

particles of the soil closely about the seeds so that they may be supplied with moisture needed for their germination.

Mark the line where the seeds are planted with the stakes placed at the ends, so that the weeds can be looked after between the rows of seeds that may be slow in sprouting. It will be advisable to write the name of the seed on the stakes, for it is very easy to forget what you have planted in the rows.

If the ground is very dry, water it heavily the day before planting rather than after the seed is put in; and until the young plants appear do not allow the seedbed to become dried out. Do not allow a hard cake of soil to form over the seeds, as you can see this would hinder the little plants from pushing their way up into the air. And there are two other ways in which it might work harm; it would prevent the air from getting in about the roots and at the same time allow moisture to get out.

While the seed of such plants as beets, onions, carrots, peas, parsley and spinach may be sown safely as soon as the ground is fit to work, the seed of such tender plants as beans, corn, pumpkin, squash and cucumber should not be sown until the danger of frost is past. The directions on the seed packets or in the seed catalogues will guide you in this matter.

**To me the meanest flower that blows can give**
**Thoughts that do often lie too deep for tears.**
*—Wordsworth.*

### Protecting Seedlings

If a spell of hot, dry weather sets in about the time the flower seeds are sprouting, the little plants can be helped greatly by shading. Excessive sunlight is very hard on tender seedlings. The shading is most effectively done by using screens made of thin strips of wood nailed together on a frame. These can easily be made with laths, nailed about three-quarters of an inch apart, to two end strips of wood. The advantage in the use of these screens lies in the fact that no part of the plant comes in contact with the direct rays of sunlight for a sufficiently long period to be scorched or injured, a moving shadow passing over the leaves all the time. At the same time the growing seedlings are not unduly deprived of light and air.

**Little flower; but if I could understand**
**What you are, root and all, and all in all,**
**I should know what God and man is.**
*—Tennyson.*

### Mulching, Watering, and Cultivating

The garden should be so worked that there will not be much need of watering. This means that you should so treat the soil that it will not lose its water readily by evaporation. You can do this by keeping a mulch on the surface. Twice a week at least and always the morning after rain, stir the surface of the soil between the rows of plants to a depth of an inch or more. Do this with the rake or if sprouting weeds are to be cut, with a hoe. This broken top layer of soil prevents the water below from rising to the surface to be evaporated by the sun's heat. This loose top layer is a mulch. In this way it has been said, "A garden can be watered with a rake"; and it is the best kind of watering for it is a great help in keeping down weeds, besides a saving of water. Do not mulch when the soil is so wet that it works muddy. When, however, the season is dry and the plants are in need of more water than their roots can find for them below the mulch water should be

applied. This should be done in the afternoon or evening, and sufficient should be given to wet the soil to a depth of four inches. The next morning, or as soon as it is dry enough, the soil should be mulched just as after a rain. It is a mistake to water lightly; it is better to apply a generous amount and less frequently. As it is often done, watering does more harm than good. In some cases, such as in growing Sweet Peas, generous and frequent watering may be advisable, but this practice when once started should be continued regularly.

In many cases the mulching may be all the cultivation that is required for the plants. If the soil around the roots of the plants is loose and open, it will not need stirring much. If, however, the soil is not loose and open, it should be frequently stirred with the hoe. This brings air to the roots and enables the plant to breathe freely. This is one of the things that is brought about by cultivating the ground. Plants as well as animals need fresh air for their proper living.

### Thinning and Transplanting

In most cases there will be a greater number of plants springing up from the seed than are needed. If it is desirable to have strong, healthy plants, it is necessary then to remove some of them before they reach a size at which they will hinder the best possible growth of the plants that are to be left. Thin out two or three times, starting when the seedlings are large enough to handle.

It will be best to do this in the evening or on a cloudy day and at a time when the soil is moist; with such conditions the fine rootlets and root hairs of the plants will not be violently disturbed. If the soil is dry it should be well watered some time before the thinning. If the little plants are not to be thrown away do not pull them out roughly but remove them by means of a small, flat, thin stick, an old kitchen knife or a little trowel, lifting them out with a little soil around their roots. They can then be transplanted into another part of the garden or given to friends. Do not hesitate to thin the plants out well and at the final thinning to allow sufficient space for the fullest possible growth of the plants. Remember that successful gardening is measured in quality and not quantity. No overcrowding should be permitted—one excellent plant is more to be desired than two of a poorer quality.

### Picking Flowers

The chief end after which plants strive is to produce seed. When annuals, such as those you are probably growing, have ripened seed, their season's efforts are over. They die down. You can see then that if you prevent them "going to seed" you will keep them from dying down and thus prolong their flowering season. Pick the flowers then every day, and if you have more than you need for your home, bring them to school. And do not forget your neighbours or the sick ones. Flower gifts are tokens of thoughtful friendship and affection.

### Gathering Seed

You can produce your own seed for next year's garden by allowing some of the flowers to go to seed. For this you should set apart the very choicest plants. For in plant life it is true that the most vigorous plants produce the best offspring and you should aim, therefore, to have seed from the best plants. It will be well to tie a piece of coloured yarn or a tag on the plants which you select. Gather the seed before it is so ripe that it will fall and be lost. Clean and dry it thoroughly

and put it away in an envelope on which you record particulars about the plant and the date of collecting.

You will be able also to grow vegetable seed in the one season from some of the vegetables, such as beans, corn, lettuce, radish and spinach. To produce seed of beets or carrots, you will need to plant a root grown the previous season as these are biennials. To produce onion seed you will have to plant the large bulb of the previous year's growth. With the vegetables, as with the flowers, the very best plant should be chosen to produce the seed. As a rule it is better to depend on the seed grown by practical seedsmen rather than on that which the ordinary gardener can grow, but you can find out at least how flower and vegetable seeds are produced.

### Garden Rubbish

Such rubbish as stones, cinders, and chips should be removed entirely, buried deep, or built into an out-of-the-way rockery. Vegetable matter, such as weeds, beet or potato tops, may be got rid of well and profitably by drying and burning; the ashes thus secured will prove a valuable fertilizer. No wood ashes should ever be wasted or sold when the garden needs enriching. Coal ashes, however, have no such use or value.

### Growing Bulbs

*Outdoor Culture of Bulbs.*—Bulbs planted in the fall bloom early before the ordinary plants of the garden come into flower; by this fall planting they are able to have a good system of roots established before winter sets in and be ready for a quick growth of leaf and flower in the spring. You will find the growing of them interesting and their early bloom very acceptable. Should you undertake the work, you will need to arrange for catalogues and bulbs shortly after the opening of school in September.

Tulips, Narcissi (Daffodils), Dutch Hyacinths (not Roman Hyacinths), and Crocuses are the commonest and best; these can be had in a great variety of colours both single and double flowering (Crocuses, however, are only single flowering). On the whole the Tulips will be found most satisfactory, especially for temporary planting. Narcissi and Darwin or Cottage Garden Tulips are better for permanent planting for late flowering in borders or beds. The Hyacinths are somewhat tender and will require covering with three or four inches of loose manure about the middle or end of November; this should be removed in dull, mild weather about the first week in April. Crocuses suit best for edgings or as borders; they are planted only three inches deep and with an inch space between.

Some people like to grow tulips in formal arrangements. Others prefer to have them in clumps about eighteen inches in diameter, scattered amongst other plants in a large border or bed. Plant about the first or second week in October. Put the bulbs four inches under the surface, and with from four to six inches space between. Never put manure near bulbs when planting. If the ground is poor the manure should be dug in below the depth at which the bulbs will be placed. If the ground is of a heavy, clayey nature, sandy loam or leaf mould should be dug in before planting to make the soil lighter.

After the flowers have bloomed pick off all the seed pods. If it is desired to use the bed for summer plants, such as Geraniums, it will be best to lift the Tulips carefully, leaves and all, at the time of setting out the summer plants, and heel them in thickly in a small trench and cover with about four inches of soil in

an out-of-the-way place. Mark the spot with a stake. About the end of July or early in August dig up the bulbs and partially dry them in shallow boxes, outdoors or in a shed; then place them away in a cool, dry shed or cellar until planting time comes again.

Other plants for summer may be grown in the Tulip bed without lifting the Tulips; or seeds of annual flowers such as Phlox Drummondi may be sown; in such cases care will be required not to injure the bulbs when digging or cultivating. The Tulips will come up the next season in the same design if not disturbed, but the summer plants do not succeed so well as they do when the bulbs are dug up as described.

*Indoor Culture of Bulbs.*—If indoor bloom is desired for the winter months, the planting should be done in pots in October or early November. Crocuses are not recommended for pot culture; the other bulbs should give satisfaction. Two or three bulbs of Tulips, Narcissi or Roman Hyacinths may be planted in a four or five inch pot; Dutch Hyacinths, one bulb in a four or five inch pot. Use loamy potting soil or good garden soil; in the latter case mix about one-fifth fine sharp sand with the earth and a little well-rotted barnyard manure. Fill the pot about two-thirds full with earth; set the bulb in the soil with its top about an inch below the top of the pot, then fill the pot loosely with earth level full; press down the soil fairly firm so that the surface of soil will be about half an inch below the top of the pot to hold water and at the same time the top of the bulb will be covered with the soil about half an inch deep. Water well and place the pot in a dark, cool cellar; cover it over with coal ashes, sand or light soil (the last two named are best) to a depth of two inches, so that it will not dry out. In from four to six weeks there should be a good root development which may be judged by examining for roots at the bottom of the pot.

A vigorous root system is the one main thing to secure to enable the plant to produce healthy leaves and foliage, and give good flowering results when it is brought into the light. If the pots are taken out of the sand or covering when well rooted they can be left in the cellar if desired until the top growth is two inches in height. The plant may be brought up then and placed in a window. Keep the soil well moistened but not soddened until they have done flowering. Do not let the soil become dried out; if you do the chances for a satisfactory flowering are greatly lessened. For this work, Narcissi and Roman and Dutch Hyacinths are more satisfactory than Tulips.

Owing to the unnatural growth that the plants have been forced into, the bulbs are not of much further use; their recovery of vigour is tedious and uncertain and they are seldom fit for pot culture the second year.

### Gardening at School

This work is being carried on now in many schools in Ontario; and, indeed, throughout the civilized world at large, school gardening has become quite common.

There are many things you can do along the lines of gardening at your school. Besides having beds and borders for flowers and vegetables you might, for example, join in making your school grounds and buildings more attractive with shrubs and vines. Or you might arrange for some experimental or observation plots. In these you could, for example, grow samples of different kinds of grains or vegetables and compare them: or you could plant two plots of potatoes and find out what benefits arise from applying manure to one of the plots. For other suggestions for this line of gardening you may apply to the Director of Elementary Agricultural Education, Ontario Agricultural College, Guelph.

### The Ontario Agricultural and Experimental Union

The Experimental Union, as it is usually called, was formed in 1879 for the purpose of encouraging the scientific study of farm crops and farm operations amongst the students of the Ontario Agricultural College.

While actual membership has been restricted to students, ex-students, and teachers of the College, it offers every one the opportunity of taking part in its co-operative experiments. Up to the end of 1911 over 70,000 experiments were carried on by its members and associates in the Province of Ontario in different lines of work relating to Agriculture—Farm Crops, Fertilizers, Poultry, Fruits, Vegetables, and Forestry. This has helped very much in advancing the chief industry of the Province.

*A School's Division* of this Union was organized in 1909. It aims to adapt the work of the Union to the needs of the schools, giving to our boys and girls a training in careful work and observation, so that when they are older they may take up some of the larger experiments or solve for themselves the problems that will arise in their daily work. By such means as these the Province of Ontario may come much nearer to attaining its possibilities in the development of its agricultural resources. If you would like to take up some branch of the work at your school write to the Director at the Ontario Agricultural College. You will be able to secure such seeds, bulbs, forest tree seedlings, shrubs and vines as may be required at your school.

To be a good member of the Union implies—

1. That you will learn to look forward and plan your work.
2. That you will follow instructions carefully.
3. That you will do your work well and not neglect it.
4. That you will observe closely what is happening to the plants in your garden; that every day you will learn a little more and become a little wiser and a little more patient.
5. That you will grow the very best flowers and the very best vegetables that can be grown in your garden, and the very best grain in your experimental plots, and that you will not be satisfied with anything but the best.
6. That you will be interested in your schoolmate's efforts, ready to help him and ready to acknowledge his helpfulness to you.

### Help from the Agricultural College

Under the Department of Agriculture the Ontario Agricultural College, Guelph—called sometimes, *The Farmers' University*—is supported by the Province for the purpose of helping her citizens in the many problems connected with the cultivation of the land, the production of crops and the raising of farm animals. Most of the free bulletins published by the Ontario Department of Agriculture deal with these matters, and some of them may be found helpful to pupils in the schools—especially where gardening studies are carried out: No. 158, Insects and Fungous Diseases Affecting Fruit Trees; 171, Insects and Fungous Diseases Affecting Vegetables; 173, Birds of Ontario; 179, Fruits Recommended for Ontario Planters; 187, The Codling Moth; 188, The Weeds of Ontario.

The schools of the Province and the pupils in the schools are invited to make use of the College whenever in their garden work they meet difficulties requiring outside help. The bulletins will be sent upon application.

Correspondence in this connection should be addressed to the Nature Study Department.

### Books and Magazines

You may wish to read further about gardening work. If you do you may be able to secure some of the following good works for your own or the school library.

| | |
|---|---|
| Manual of Gardening, Bailey | $2 00 |
| Flowers and How to Grow Them, Rexford | 50 |
| Vegetable Gardening, Green | 1 00 |
| Principles of Fruit Growing, Bailey | 1 00 |

The Canadian Horticulturist, published at Peterborough, Ontario, 60 cents per annum, will be found very instructive; it is published monthly.

NOTE.—Additional copies of this circular will be supplied to schools free, for the use of the upper classes, on the application of teachers. In applying, give the number of the school, the township and the county.

Address the *Director of Elementary Agricultural Education, Ontario Agricultural College, Guelph.*

February, 1912.

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## NORMAL TEACHERS' TRAINING COURSES IN ELEMENTARY AGRICULTURE AND HORTICULTURE AND ELEMENTARY MANUAL TRAINING AT THE ONTARIO AGRICULTURAL COLLEGE, GUELPH

(Circular No. 13B)

### Ten Weeks' Spring Term, April 20th to June 27th

#### Faculty of Instruction

The instruction given will be under the supervision of the President and with the assistance of the heads of the College Departments.

Arrangements will be made for special lectures by others interested in matters concerning country life and the industrial phases of education.

#### Regulations and Instructions

These courses are arranged for Grade A students of the Normal Schools who are successful in passing the April Examinations.

Only one course can be taken by a student.

No fees are charged for the course. A contingency charge of $1.00 is payable at registration covering cost of keys, etc. This is returned at the close of the term, less any charges for losses or breakages.

Students are, however, required to furnish their own working materials for art-work, plant collecting, etc.; and to pay for laboratory breakages. They should come prepared to purchase all necessary equipment for the work at the commencement of the course. This will cost two or three dollars and may be bought at Guelph.

The Department of Education will pay the railway travelling expenses of the teachers-in-training, and will also provide board and lodging free at the College Residence.

The College Boys' Residence is being vacated for the use of lady teachers. No boarding accommodation will be supplied at the College for gentlemen, but special boarding houses have been selected for their accommodation and all information in regard to these may be secured at the President's Office at the time of registration.

Applicants for the course are required to pledge themselves to three years' service in teaching in Ontario Schools (see form of application). Applications for admission are to be handed to the Principal of the Normal School not later than March 21st, 1912.

Good health is required for admission. Students showing signs of tubercular or nervous trouble, will be asked to retire. The work to be undertaken requires that students should be in the very best of health, and not afraid of work. No one should enter with the expectation of recruiting her health or amusing herself; only strong and serious minded students are desired.

### Rules for Residence

1. The occupants of rooms are responsible for the furniture, beds, and all other articles placed at their disposal, and are required to pay for all breakages of or damages to any such articles.

2. Residents may not invite relatives or friends to stay over night or to take meals in the dining-room.

3. Residents shall not at any time, for any purpose whatever, take glasses, spoons, or other articles from the dining-room.

4. Each student is required to remain in her room and work quietly during study hours.

5. The bell will ring for study at 8 p.m. and again at 10 p.m. Students are not permitted to leave the residence after study hours.

6. Lights will be out at 10.30 p.m. Each student is required to be in her room and perfect quietness must be observed in residence after this hour.

7. Punctuality at meals is required, and grace will be said five minutes after the bell rings, when each student is expected to be in her place.

8. Any student too ill to go to the dining-room must send in report to the Resident Mistress.

9. Students expecting to be out to tea must report to the Resident Mistress at noon, and on return.

10. Students are required to make their beds and leave their rooms tidy before going to lectures at 8.30 a.m.

11. Students cannot be permitted to go home or to go visiting on holidays or Sundays.

*Residents of the College should be able and willing to control themselves. The President desires to permit as much freedom as possible, but it will be recognized that the occupants of so large a building must exercise a large measure of self-restraint in order to live and work together comfortably. The students must, therefore, agree to observe the rules. Any student whose work or conduct is unsatisfactory will be refused a certificate and asked to retire.*

### Instructions to Teachers Entering Training Course at Ontario Agricultural College, April 20th, 1912

*Formal application for admission to the courses at Guelph should be made to the Principals of the Normal Schools not later than March 21st.*

Teachers should arrange to reach Guelph on Friday, April 19th; classes will be organized on Saturday morning.

*A Standard Railway Certificate* should be secured from the ticket agent on purchase of Single First-Class ticket to Guelph. On arrival in Guelph these Certificates should be deposited with Prof. McCready at the first opportunity. At the close of the term return tickets will be issued at One-Third of First-Class rate plus 25 cents for viséing the certificate. A teacher will be allowed, for travelling expenses, one and a third times the first-class railway rate from the Normal School (or her home, if this is farther away), plus the viséing charge. Charges for sleepers, meals, and baggage transfers will not be allowed.

On arrival at Guelph teachers will please take first trolley car to the College, reporting at the President's Office. Arrangements can be made there for bringing up their luggage, but teachers will meet the charges for this. Teachers arriving on late trains should take a cab to the college; the charge is 50c.

*Personal Equipment.* As a considerable part of the work is taken out-doors in field, forest, and garden, lady teachers should provide themselves with stout boots, short walking skirts, outing hats, old gloves, etc. Science books, field glasses, magnifying glasess, drawing equipment, etc., will be found useful.

*Science Equipment.* All such supplies as mounting paper, insect boxes, etc., will be provided teachers at cost, which will amount to two or three dollars.

*Rooms.* Two ladies will be assigned to each room, each lady being at liberty to designate her room-mate.

Each bedroom is furnished with two beds, tables, chairs, mattresses, blankets, and counterpanes for the two occupants, and with a bureau, washstand, and the necessary bedroom china.

Each teacher is expected to provide her own table napkins, napkin ring, medicine spoon or glass, toilet soap, towels, pillows, pillow covers, sheets, and laundry bag. Each should bring at least:—

4 ordinary towels, 2 bath towels, 4 sheets, about 60 x 90 inches, 4 table napkins, 1 laundry bag, 1 pillow, 2 pillow covers. These should be plainly marked.

Teachers are permitted to bring rugs, pictures, etc., but are not allowed to drive tacks or nails into the walls, woodwork, or floor.

The College laundry cares for the teachers' bedroom linen and table napkins. Personal laundry must be done at city laundries.

Teachers taking these courses must enter into an agreement with the Department of Education, a copy of which is given below:

**Form of Teacher's Contract with the Department**

In consideration of my having received a free course of instruction at the Ontario Agricultural College in .....
(Elementary Agriculture and Horticulture)
(Elementary Manual Training)

I hereby agree (health permitting) to teach in the Public or Separate Schools of Ontario for a period of three years, and to give instruction, as far as circumstances permit, along the lines of my special training. In case of my failure to fulfil any part of this agreement I undertake to reimburse the Department of Education for the expense incurred in this course to the extent of $15.00 for each year of the contract unfulfilled, and proportionally for any fraction of a year.

.....
Teacher.

.....
Witness.

Dated at .....
.....day of....., 191 .

## I. Elementary Agriculture and Horticulture

Director: Prof. S. B. McCready

### Character of the Course

The object of this course is to train teachers in subjects directly bearing on the problems of agriculture and the work of school gardening.

The instruction will be given in lecture room, laboratory, workshop, garden, and field. The theory and demonstration of the lecture and laboratory will illustrate the out-of-door practice; it will be elementary in character, the needs of pupils in the rural school being kept always in view. Most of the instruction will be of a practical nature and much of it will be given out-of-doors. There will be a relatively small amount of time given to book work.

The whole College equipment of garden and orchard, farm and experimental plots, stables, workshops, museums, campus, greenhouses, laboratories, forest nurseries, experimental wood lot, and dairy and poultry farms will be at the service of students for observation.

The course is for teachers who have to deal with Public School pupils and not for students preparing to become experts in the Science of Agriculture. The subjects will be taken up from this viewpoint.

*Special attention will be given to the subjects of School Gardening, Botany, Horticulture, Field Husbandry, Physics, and Entomology.*

### Time Table

The following weekly time table shows the probable allotment of time for each subject:

| —— | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8.30 to 9.30. | Opening Exercises, Class Discussions, Review Work | | | | |
| 9.30-10.45.. | Physics | Entomology | Physics | Entomology | Experimental Botany |
| 10.45-12.00.. | Chemistry | Botany | Field Husbandry | Botany | School Gardening methods |
| 2.00-3.15 ... | Field Husbandry | Fruit, Vegetable or Landscape Gardening | English | Field Work in Botany and Entomology | Visits to local Industries or Field work in Physics or Orchard |
| 3.15-4.30 .. | Botany | Floriculture | Library, Reading, etc. | do | do |

### Certificate

A certificate in Elementary Agriculture and Horticulture will be granted to those students whose work, as represented by regular attendance, garden practice, individual experiments, laboratory work, collections, written records and final

examinations, shows satisfactory progress and ability to carry out this work in the schools.

Students whose work or conduct is unsatisfactory will be asked to retire.

## Course of Study

### Farm Life and Allied Industries

Lectures will be given by Institute lecturers and others working for the improvement of conditions in the country—in school, home, and farm. Discussion will be held as to how the school and teacher can help towards an improvement. In this connection visits will be paid to country schools; students will also be made acquainted with the Government publications and educational organizations.

Visits will be made also to local industries in Guelph to learn how urban activities are inter-related with those of the farm. (About four afternoons.)

### Nature Study Literature

Nature Literature: the interpretation of Nature by the greatest writers; Nature Literature in Ontario readers; Canadian authors. Scientific writings and Nature Literature compared. School libraries; selections for rural schools. Home libraries; reading in the country home.

### School Gardening

Brief sketch of the development of school gardening in Canada and abroad; its aims as a school study; laying out of a garden; individual plots; class plots; teachers' plots, experimental plots; forestry plots; borders, keeping of tools, home gardens; keeping of garden records: observations in gardens at Marden School and Macdonald Consolidated School; school exhibits (10 lessons).

Each student will be provided with a garden for practice and observation; she will visit it every day and keep records of her work and observations in a garden journal. After the gardens are planted the work in them will be carried on without special provision on the time table; in most cases the evenings will be found the most suitable time for this.

### Botany

(50 lessons)

1. *Economic plants*: Examination, description, and classification of common garden, field, and forest plants.

2. *Forest Botany*: Identification of our forest trees; planting seed-beds in school gardens; work in College nursery and in the experimental bush; collection of weeds, etc.

3. *Weeds*: Provincial Laws, Seed Control Act. Study and identification of the seeds of common weeds. Collection.

4. *Plant Diseases*: Study and identification of common fruit, vegetable and grain diseases; laws regarding Barberry, Black Knot, etc.; application of preventives and remedies. Collection.

5. *Experimental*: Students will be assigned simple experiments in plant physiology from the subjects listed below. These experiments they will demonstrate before the class:

(*a*) *The Seed*: Testing the vitality; determining the condition necessary for germination; how the seedling becomes established.

(*b*) *The Root*: How roots grow, their function; how they absorb food and water; proof of their using air and giving out carbon dioxide; quantity of water absorbed.

(*c*) *The Leaf*: The function of leaves, control and measure of transpiration; respiration; starch formation; behaviour in light and darkness.

(*d*) *The Stem and Buds*: Forms, structures and functions of stem and buds; influence of temperature, moisture and light on growth; how the sap circulates.

(*e*) *The Flower and Fruit*: The functions of the parts of flowers; causes controlling the opening and closing of flowers; pollination; formation of fruits; devices for protecting and disseminating seeds; cross fertilization; plant breeding in experimental plots.

### Horticulture

(25 lessons)

1. *Fruit-growing* (8 lessons): Development, importance, needs, and outlook for the fruit industry; Governmental interest and action regarding shipping, marking, cold-storage, fumigation of nursery stock; experimental stations; co-operation in shipping; adaptation of various fruits to school garden work; arrangement and planting of the same; nursery practice in the propagation of trees and plants; principles of orchard management; pruning; spraying; cultivation.

2. *Vegetable Gardening* (4 lessons): Choice of vegetables for school gardening; preparation of soils; testing and planting of seeds; general care and cultivation; preparation and use of hot-beds and cold-frames; use of tools and implements.

3. *Landscape Gardening* (4 lessons): The principles of landscape gardening in relation to the laying out and beautifying of school and home grounds, including a practical study of the trees, shrubs and ornamental features on the College campus and neighbouring school and home grounds.

4. *Floriculture* (9 lessons): Propagation and care of house and window plants; preparation of potting soils, bulb culture; making and planting of flower beds, annual and perennial borders.

### Field Husbandry

(20 lessons)

Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvements of crops by means of selection and hybridization; practical tests in connection with Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms; the work on the experimental plots; farm crops in the school garden; the agricultural museum; laboratory study of the root development of farm crops and of types of seeds of grains, grasses, clovers, roots and fodder crops.

### Soil Physics

(30 lessons)

Applications of physics in farming; nature of soils, soil moisture, heat and air; principles of tillage and systems of drainage and cultivation; measurements of fields with the chain; identification of samples of soils; principles of common farm machines; meterological records.

### Entomology

(30 lessons)

Losses through insects in agriculture and horticulture; Governmental interest; classification of insects and laboratory study of types; common, beneficial and noxious insects; out-of-door study and collecting in field, garden, orchard and forest; insecticides; a collection of insects properly mounted and labelled is required. Work of the Entomological Society of Ontario and the organization of local clubs in connection with it.

### Soil Chemistry

(10 lessons)

Agricultural Chemistry: Plant growth and composition, soils, manures and fertilizers.

### Bacteriology

(5 lessons)

Lectures and demonstrations exemplifying the work of bacteria in soil, dairying, plant diseases. An experiment on soil inoculation in the school garden.

## II. Elementary Manual Training

Director: Prof. Evans

### Character of the Course

The object of the course is by supplementing the work already taken up, to prepare a body of teachers for organization and carrying on Elementary Manual Training in the schools of the Province, in centres which are unable to provide well equipped manual training departments.

*In the working out of the course, great stress is laid on Drawing. "Every workman should for the most part be able to conceive clearly and accurately in his own mind the shape of everything he may have to make or to work with. This makes it the first condition of skill that he should master shape in his own mind and that mastery requires him to be a geometer."*

The work outlined below is not completely covered in the ten weeks' term. The examples and exercises selected will, however, illustrate general principles and lay sufficient foundations for working out practical courses in the different schools of the Province. It should be understood that an ordinary or Specialist's certificate in Manual Training cannot be obtained in this course; but the work done during the session will be counted *pro tanto*.

The work will be taken at the Manual Training Department of the Ontario Agricultural College. This is located in Machinery Hall, which is equipped with class-rooms, a drafting room, a wood-working room, an art room, and all necessary tools and appliances.

Visits will be made to local schools to study equipment, organization, etc., and to local industries to observe processes.

Students are required to provide their own equipment for art and drawing (this may be bought in Guelph). They should bring with them any outfit they already possess, as well as any books dealing with the subjects of the course. Materials used in the work will be provided at cost.

Teachers are requested to bring as far as possible the work in drawing, art basketry, etc., which they completed at the Normal Schools, so that the work in each branch may not be duplicated.

### Certificates

A certificate in Elementary Manual Training will be granted to those students who complete the course satisfactorily and give evidence of ability to carry on this work successfully in the schools. The daily record of class work under the observation of the instructors, as well as the results obtained at the final examinations, will both be taken into consideration.

Students whose work or conduct is unsatisfactory will be asked to retire.

### Time-Table

The following time-table shows the profitable allotment of time for each subject, provided the organization of the classes will permit it:

| —— | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8.30 to 10.15. | Drawing | Drawing | Drawing | Drawing | Drawing |
| 10.15 to 12 | Constructive Work | Constructive Work | Constructive Work | Drawing | Pedagogics, Methods, Planning Lessons, etc. |
| 2.00 to 4.30 | Woodwork | Woodwork | Woodwork | Woodwork | Visits to Local Industries |

## Course of Study

### Pedagogics, Etc.

(15 hours)

(*a*) Manual Training as a factor in general education; (*b*) Sketch of the various systems, Russian, Swedish, Sloyd, etc.; (*c*) Progress of Manual Training in Canada; (*d*) Methods of teaching, plans of courses and lessons; organization, equipment, plans, estimates of cost, etc.; (*e*) Lectures dealing with industrial questions and the means of improving our opportunities; (*f*) Visits to local industries and consideration of industrial development in Canada.

### Drawing, Applied Art and Design

Emphasis will be laid on the practical application of drawing to the industries.

*Drawing*: (*a*) The use of squares, triangles and instruments; (*b*) Plane geometry, practical problems, lines, angles and polygons; (*c*) Construction and use of plain scales; (*d*) Orthographic projections of solids—three or more views; (*e*) Cutting and oblique planes and sections; (*f*) Isometric projection; (*g*) Working drawing; (*h*) Machine drawing; (*i*)Tracing—blue printing.

*Applied Art and Design*: Observation of these in local manufactures and in common decorated objects, such as wall paper, carpets, furniture, cloths, jewelry, iron and brasswork; practical applications in everything undertaken in the constructive work.

### Wood-Working

(*a*) Bench exercises in making articles requiring joints, mortises, fastenings with dowels, pins, cleats, keys, wedges, glue, screws and nails, etc.; (*b*) Calcula-

tion of the quantity of lumber necessary for making the articles and estimation of cost; (*c*) Tools (5 lessons), their construction, care, use and sharpening; (*d*) Analysis of the action of cutting tools, cutting angles, etc.

*Finishing* (2 lessons): (*a*) Staining, fuming, filling, shellacing; (b) Oil and wax polishing; (*c*) Pigments, priming, coats; (*d*) Oils, driers, brushes; (*e*) Painting and glazing.

*Forestry and Lumber* (4 lessons): (*a*) Forest preservation—propagation, time of cutting, pruning; (*b*) Trees—classes, structure, growth, seasoning, shrinking and warping; (*c*) Properties of woods—durability, elasticity, stiffness, density; (*d*) Varieties of common woods—peculiarities of each, colour, grain, identification; (*e*) Defects in lumber—resin pockets, knots, shakes; (*f*) Decay and its causes—preservation; (*g*) Lumbering—transportation, sawmills, grading widths.

### Constructive Work

(*a*) Cardboard work—thin and thick boards (20 hours); (*b*) Modelling—clay, sand and papier-maché (10 hours); (*c*) Simple bookbinding (10 hours); (*d*) Simple metal work (15 hours); (*e*) Knife work, such as can be carried on in the ordinary class room at the school desk (10 hours).

### Departmental Regulations

*For the Regulations relating to Elementary Agriculture and Horticulture, Manual Training, and Household Science, apply to the Deputy Minister of Education, Toronto.*

February, 1912.

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## SUMMER SCHOOL FOR TEACHERS AT THE ONTARIO AGRICULTURAL COLLEGE

(Circular 13C)

### Five Weeks' Term, July 2nd to August 2nd

### Railway Arrangements

NOTE.—Arrangements will be made with the Railway Passenger Association allowing a round trip rate of a fare and a third. Students must get a standard certificate from their local agent at the time of purchasing a single fare ticket to Guelph; the return ticket will then be issued at one-third rate, provided fifty teachers are in attendance. Every teacher should get the certificate and help to make up the required number.

### Terms and Courses

The term will be for five weeks, commencing Tuesday, July 2nd, and closing Friday, August 2nd. Teachers will be enrolled on Tuesday afternoon, and work will commence on Wednesday morning.

Instruction will be given in four courses, and students may select any one of these: no student will be permitted to take more than one course.

1. Nature Study.
2. Elementary Agriculture and Horticulture.
3. Art and Constructive Work.
4. Woodworking and Mechanical Drawing.

### Fees, Supplies, Etc.

No fee is charged teachers resident in Ontario. Non-resident teachers are charged a fee of Ten Dollars, payable at the opening of the term.

Students are required to furnish their own working materials for art, plant collecting, etc. Any materials supplied by the College to the students and retained by them, are furnished at cost price. Students will be required to pay for laboratory breakages.

The Summer School for Teachers is not a school for recreation through sport and pastimes, but a school for recreative work. While the work will be made as enjoyable and untrammelled as possible, none but earnest, diligent students are desired.

### Faculty of Instruction

The instruction given will be under the supervision of the President and the direction of the heads of the College Departments.

Arrangements will be made for special lectures by others interested in matters concerning country life and the industrial phases of education.

## SYLLABUS OF STUDY

## I. Nature Study

### Method of Instruction

The material that lies nearest to hand about the College will be used largely in the instruction. The first day of the course will be spent in making a general survey of the College and farm. Only occasionally will it be necessary to leave the College grounds to prosecute studies.

Students will be instructed in making collections of weed seeds, grasses, leaves of trees, insects, etc. Material for this work will be provided by the students themselves or supplied at cost price at the College.

In general, the mornings will be devoted to work indoors, and the afternoons to work in the fields and woods. When weather will not permit of field work, laboratory exercises will be substituted. Saturdays will be for all-day excursions, or reviewing and arranging the week's work. Such students as wish to spend their time in independent work along special lines will be encouraged to do so and given every possible assistance; students of previous classes especially will be helped in such work. Students will keep careful records of all their work.

### Equipment

Students should bring field or opera glasses, pocket knives, pocket magnifying glasses, and any books which they possess and have found useful. As a considerable part of the work is taken in fields, gardens, and woods, women students should also provide themselves with stout boots, walking skirt, handy cap, garden gloves, etc.

### Course of Study

In the Nature Study course, the chief object will be to make students acquainted with the common objects about them with a view of teaching the children in the schools. The best methods of teaching will be taken up concurrently with the instruction.

### Examinations

At the close of the term, simple, practical examinations will be held to test the students' ability to recognize the common birds, insects, trees, weeds, garden plants, etc. The character of the work done in gardening, recording observations, etc., will be considered in determining the claim to a certificate. Students who neglect their work or who do not use their time and opportunities to the best advantage, will not be recommended for certificates.

The work will necessarily overlap in many subjects with the course in Agriculture, and must be taken as the first course leading to the certificate in Elementary Agriculture and Horticulture. Teachers in town or city graded schools will find their needs best met in this course. Lesson periods are as a rule either a whole forenoon or afternoon, or half that length of time.

NOTE.—For the regulations regarding the courses in the Public and Separate Schools in Agriculture and Horticulture, Manual Training and Household Science, and the special grants therefor, apply to the Deputy Minister of Education, Toronto.

### Plant Studies

*School Gardening* (1 lesson): Planning and keeping of garden plots (each student will prepare and care for a plot): keeping of garden records; studies of growth in different plants; garden weeds. After the garden is planted each teacher's gardening is carried on independently. She will visit her garden daily to attend to the necessary work and make observations on the plant growth; in previous classes this has been done as a rule in the evening or early morning.

*Horticulture* (4 lessons): Visits to the College orchards, small fruit gardens, vegetable gardens, and flower gardens, to learn of the best varieties of cultivated plants, methods of cultivation, spraying, pruning, etc.

*Plant Propagation* (8 lessons): Practical lessons on the propagation of plants by cuttings, the propagation of bulbs, potting, and the general care of house plants. (Students will be permitted to take the plants, which they propagate, to their homes.)

*Botany* (12 lessons): Collection, examination, and identification of common plants, such as: (1) weeds of the fields, gardens, lawns, and roadsides; (2) common diseases of grains, vegetables, and fruits; (3) grasses and cultivated farm crops; (4) flowering plants in gardens. Observation of College woods and campus to learn the characters and names of our common trees; visits to the forest nurseries to learn how trees are propagated; observation plots of tree seedlings in the school gardens.

Collection and study of common weed seeds.

Simple physiological experiments with plants in garden or laboratory.

Recognition of plant societies on excursions.

### Animal Studies

*Insects* (4 lessons): Collection, examination, and identification of common insects found in the gardens, orchards, fields, and woods; instruction regarding the treatment of insect pests.

*Pond Life*: Collection of animal life from streams and ponds; observation of snails, clams, crayfish, fish, tadpoles, etc., in aquaria.

*Birds* (4 lessons): Identification of birds observed on excursions or about the College, and studies of skins and mounted specimens in the museum, to become acquainted with the common birds of Ontario.

*Farm Animals* (12 lessons): Observation of the kinds of horses, cows, sheep, and pigs kept on the farm; their characteristics, uses and care. Visits to poultry Department to learn about the varieties and care of domesticated birds.

### Physical Nature

*Physiography*: Observation and recognition of earth forms, the work of streams, etc., to be seen on excursions; study of soils, rocks, gravel pits, and quarries.

*Meteorology*: Observation of weather; keeping weather records; study of weather maps; making weather charts.

*Astronomy* (4 lessons): Talks on elementary astronomy; "star-gazes" to learn the best known constellations and stars; interpretation of star-maps.

## II. Elementary Agriculture and Horticulture

### Course of Study

The object of this course is to give teachers a training in the elementary scientific principles and practices of modern farming, so that the country or village school may adequately sympathize with and direct the life-interests of country boys and girls.

The course is for teachers who have to deal with Public School pupils and not for students preparing to become experts in the Science of Agriculture. The subjects will be taken up from this view-point.

*School Gardening*: The work of the Nature Study Course reviewed and continued. Second year students will help in the supervising of the gardening carried on by the first year students, and also take over the gardens commenced by the spring classes.

*Botany* (8 lessons): The work of the Nature Study course reviewed and continued. Simple experiments in plant physiology.

*Field Husbandry* (8 lessons): Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvements of crops by means of selection and hybridization; practical tests in connection with Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms: the work on the experimental plots; farm crops in the school garden; the agricultural museum: grains, grasses, clovers, roots and fodder crops; laboratory study of the root development of farm crops; types of seeds of common farm crops.

*Physics* (8 lessons): Application of physics in farming; nature of soils, soil moisture, heat and air; principles of tillage, and systems of drainage and cultivation; identification of samples of soils; meteorological records.

*Agricultural Chemistry* (8 lessons): Plant growth and composition, soils; manures and fertilizers.

*Bacteriology* (4 lessons): Lessons and demonstrations exemplifying the work of bacteria in soil, dairying, plant and animal diseases; an experiment on soil inoculation in the school garden.

*Entomology* (8 lessons): The work of the Nature Study Course reviewed and continued.

Losses through insects in agriculture and horticulture; classification of insects and laboratory study of types; common beneficial and noxious insects; out-

of-door study and collecting in field, garden, orchard, and forest; insecticides; further collection of insects properly mounted and labelled is required; work of the Entomological Society of Ontario and organization of local clubs in connection with it.

### Certificates

To students who complete satisfactorily two Summer Courses and a Winter Reading Course a Certificate in Elementary Agriculture and Horticulture will be issued by the Department of Education. The course in Nature Study should be taken first, preparatory to the second summer's course in Agriculture and Horticulture. Synopses of books read in the Winter's Reading Course shall be handed in at the opening of the term.

### Elementary Manual Training

The work in Elementary Manual Training consists of two courses: I, Art and Constructive Work, and II, Woodworking and Mechanical Drawing. Only one of these may be taken at a session. Students who expect to attend two sessions are advised to take Course I first, as a preparation for Course II. Teachers of the higher grades will find Course II more suitable for them. The instruction will, as far as possible, follow the departmental course of study outlined for Public Schools. The courses will be taken up at the Manual Training Building, which is equipped with drafting, art, and woodworking rooms, as well as with all necessary tools and appliances. The best methods of teaching will be taken up concurrently with the instruction, and as much of each subject will be covered as time will allow.

## III. Art and Constructive Work

### Equipment

Students should bring with them any good manuals that they may have on the subjects of the course. The working outfit will include tracing paper, carbon paper, drawing paper (unglazed), Reeve's Water Colours No. 50A, crayons, charcoal sticks, Japanese brushes and a water cup. These supplies may be purchased from the dealers in Guelph. For material furnished by the College, the students are charged the cost price.

### Art

*Art work*: Blob, black and white, flat washes in colour, colour harmonies, colour schemes: drawing of plants, flowers, and insects.

*Firm Point*: Types of lines: line practice, showing function of line in expressing principles of growth and structure; the means of producing the effect of flat or graduated tints by close and open series of lines, horizontal, vertical, diagonal, etc., etc.: exercises in simple freehand perspective.

*Sketching*: Representation of simple landscapes in pencil, crayon, and brush.

*Applied Art and Design*: Practical applications in everything undertaken in the constructive work.

### Constructive Work

*Cardboard Work*: Thin and thick boards.

*Modelling in clay.*

*Knife Work*: Such as can be carried on in the ordinary class room at the school desk.

### Industries

Visits will be paid to local industries to see modern industrial equipment and organization in operation and to learn how fundamental the Art and Constructive work of the school is, *e.g.*, carpet mills, paper box factory, piano factory.

## IV. Woodworking and Mechanical Drawing

### Equipment

Students should supply themselves with a set of good drawing instruments and a set of drawing pencils ranging in hardness from HHH to HHHHH. For material provided by the College, students are charged cost prices.

### Woodworking

*Bench Work*: Exercises in making articles requiring joints, mortises, fastenings with dowels, pins, cleats, keys, wedges, glue, screws, and nails.

*Estimates of Cost*: Calculations of the quantity of lumber required for the articles and the cost.

*Tools*: Their construction, use, care, and sharpening; analysis of the action of cutting tools, cutting angles, etc.

*Finishing*: Staining, fuming, filling, shellacing, oiling, etc., as required in finishing the articles made.

*Forestry and Lumber*: Observation and consideration of the properties of the lumbers used, their defects, their preparation in the mills, care, etc.

### Mechanical Drawing

The drawing will be closely related to the Woodworking. Every exercise will be worked out on paper before the practical work at the bench is commenced.

In the working out of the course great stress is laid on Drawing. "Every workman should for the most part be able to conceive clearly and accurately in his own mind the shape of everything he may have to make or to work with. This makes it the first condition of skill that he should master shape in his own mind, and that mastery requires him to be a geometer."

In the preparation of the working drawings the following branches of the subject will be practised:

(*a*) The use of squares, triangles, and instruments; (*b*) Plane geometry—practical problems, lines, angles and polygons; (*c*) Construction and use of plain scales; (*d*) Orthographic projections of solids—three or more views; (*e*) Cutting and oblique planes and sections; (*f*) Isometric projection; (*g*) working drawing; (*h*) Machine drawing; (*i*) Tracing—blue printing.

### Macdonald Hall and College Residence

The College authorities have made arrangements to throw Macdonald Hall and the Main Building of the College open for the use of the teachers while in attendance at the Summer School. The Hall will accommodate one hundred and ten ladies, and rooms will be reserved in the order in which applications are received. The College Residence will accommodate about two hundred.

Board and room will be provided for the session, July 2nd to August 2nd, for twenty dollars. In order to prevent reservations being made for teachers who are not sure of attending, a deposit of five dollars must be made with the applica-

tion. This will go towards the payment of board and will be refunded on proof of illness or other serious cause preventing attendance.

Each teacher will be expected to provide his or her own napkin ring, medicine spoon or glass, toilet soap, towels, pillows, pillow covers, sheets, and laundry bag. Each should bring at least 4 ordinary towels, 2 bath towels, 4 sheets, at least 60 in. x 90 in.; 1 pillow, 2 pillow covers, 1 laundry bag; these should be marked plainly with ink.

Towels, sheets, and pillow-cases are laundered free, but all students are responsible for their own personal laundry. The Hall laundry room will be open at certain times each week for the convenience of lady teachers who may wish to wash and iron small things for themselves. In the other residence, personal laundry will have to be sent to the city laundries.

### Regulations in Residence

(1) Teachers in the two Residences will be expected to submit to certain restrictions in intercourse necessary to securing satisfactory work and rest for the students; any breaches of such will necessitate the withdrawal of the persons concerned. *It must be remembered that the College opens its Residences to students desiring to advance their studies and not to those looking for the recreation of a summer resort.*

(2) Good health is a requisite for admission. Students showing signs of tubercular or nervous troubles will be asked to retire.

(3) A disposition of cheerfulness and helpfulness is essential. Students who cannot help in promoting this will be asked to seek accommodation elsewhere.

(4) Students are required to make good all breakages or damage to furniture, etc., used by them.

(5) Simple rules regarding conduct in Residence, time of meals, study hours, etc., will be drawn up on consultation with the students when they arrive.

### General Information

Classes will organize on Tuesday, July 2nd.

The Residences will not be open until Tuesday, July 2nd. They will close Saturday, August 3rd.

Certificates of attendance will be issued to those who show satisfactory application and proficiency.

No fee is charged Ontario teachers. Non-residents will pay ten dollars.

For those who do not wish to live in residence, comfortable boarding houses can be secured in the city of Guelph or near the College at from $4.00 to $5.00 a week. Street cars connect the city with the College.

Teachers will make their own arrangements for having their luggage brought from the depot; they may, if they see fit, bring their checks to the Hall or College Residence and there arrange among themselves for its transportation. Students who arrive later than Tuesday morning should take a cab to the College. The fare is 50 cents.

All applications should be made to G. C. Creelman, President.

March, 1912.

## LESSONS IN AGRICULTURE

### A School Experiment on Alfalfa and Lucerne

(Circular 13D, a supplement to No. 1 School Chart 13D.)
(Condensed)

*The Place of Alfalfa in Ontario Agriculture.*—There are many indications that the growing of alfalfa in Ontario will increase greatly in the near future. It has already won much favour in many parts of the Province. During the past forty years it has been gradually establishing itself in Welland, Lambton, Lincoln, Haldimand and other counties in the Western Peninsula. In 1871 Mr. Bethel, a farmer, near Thorold, in Welland County, secured two pounds of seed from Lorraine, France; the offspring of this seed is now represented in many of the alfalfa fields in the Niagara Peninsula. In other places in the eastern and central counties its cultivation has been spreading as well, so that it is now known that it can be grown generally throughout the Province.

While there may be difficulties in securing a *catch* or extra care required in making the hay, these are more than balanced by the permanency of the plant, the high feeding value of the hay, and the abundance of green fodder available when pastures are poor; it is often spoken of as the farmer's "best mortgage lifter." All kinds of farm stock relish it, not omitting poultry. Dairymen recommend it highly for milk production. On account of the large proportion of protein in it—this is nitrogenous muscle-building food—it may take the place very largely of bran and grain in a *balanced ration.* It is believed that with corn silage and alfalfa hay the problem of economical feeding of farm stock can be largely solved. The value of its hay as compared with Red Clover and Timothy Hay is shown in the following table, taken from Ontario Agricultural College Bulletin 111. The analyses were made in the Chemical Department of the College:

| Constituents of one ton of hay | Alfalfa | Red Clover | Timothy |
|---|---|---|---|
| Protein | 192.2 lbs. | 141.0 lbs. | 48.7 lbs. |
| Fat | 30.0 " | 29.4 " | 16.2 " |
| Nitrogen Free Extract | 496.6 " | 587.4 " | 528.4 " |
| Fibre | 205.5 " | 209.4 " | 306.9 " |

It does not, however, take the place of clover in a short system of rotation; clover growing will always be necessary for this. Alfalfa is sown for a more permanent crop.

*Other Names for Alfalfa.*—The name Alfalfa is of Arabic origin and means the "best fodder plant"; this was the name adopted by the Spaniards. The name Lucerne has come to us from the French. On account of the similarity of its leaves to those of the clovers it has been called a clover. The plant is known by several different names, such as French Clover, Chilian Clover, Burgundy Clover, Brazilian Clover, Snail Clover, Great Trefoil and Spanish Trefoil; it is also called Medic and Purple Medic.

NOTE.—Extra copies of this Circular will be sent free to schools on application of the teacher for a supply for the upper classes. Address: *Director of Elementary Agricultural Education, Ontario Agricultural College, Guelph,* mentioning the school (number of school district and municipality).

*Pure Seed.*—It is very desirable that all seed sown on our farms should be as clean, strong and pure as possible. To secure this the *Seed Control Act* has been passed by the Dominion Parliament defining the different grades that may be sold as seed.

Consult Ontario Agricultural College Bulletin 188, *Weeds of Ontario* for an account of the weed seeds commonly found in Alfalfa seed; there are nearly forty different kinds listed.

*Origin of Seed Supplied to Schools.*—The seed furnished to the schools through the *Schools' Division of the Experimental Union* for this practical work of Alfalfa growing is the highest grade of Ontario-grown *Ontario Variegated Alfalfa* obtainable. The origin of the seed can be traced to what was probably the first seed that came into Ontario from Europe about forty years ago. Through these years of continuous cultivation it has established itself as well-suited to our climate, and for this reason has been considered as a distinct strain and called Ontario.

The word *variegated* in its name has been used to express another matter regarding its origin; two species of Alfalfa are to be distinguished, viz., Common Purple Alfalfa (*Medicago sativa L.*) and the yellow-flowered Alfalfa (*Medicago falcata L.*). The Ontario Variegated Alfalfa, on account of showing some striking characters of both species in the colour of its flowers, is now considered to be a cross between the two species, and so is called *Variegated.*

*Condition and Selection of Soil.*—The ground should be in the best possible condition, rich, well cultivated and free of weeds and other plants. As the roots grow to a great depth an open, deep subsoil is desirable. "Alfalfa cannot stand wet feet"; it will not do well in wet land or where the water lies within two feet or so of the surface; on the other hand it will grow through sand, gravel or clay subsoils until it reaches the water level. It does well as a rule on knolls or hillsides. Consult practical Alfalfa growers concerning the best soil and the best location for the school plot. It is generally considered that it may be grown in any part of Ontario on good, well drained land, provided there is a sufficient supply of lime in the soil—and this is generally present except in muck soils.

*The Plot.*—Select a place for the plot so that it may remain undisturbed for a number of years. Measure it out exactly one rod square and drive strong, neat stakes at the corners. Arrange for good wide paths about the plot, two feet in width if possible.

*Inoculation.*—As a rule, there is a difficulty in getting a good *stand* of Alfalfa on land that has not been producing Alfalfa. This is on account of the absence of the proper *bacteria* for inducing the growth of the *root-tubercles.* If, however, the land has had Sweet Clover growing on it, special means of *inoculation* will not be necessary. If it is thought necessary to inoculate the plot, scatter a few shovelfuls of clean soil taken from an alfalfa field or a patch of sweet clover over the plot and rake it in well. If such soil it not procurable, the inoculation may be made by treating the seed with the culture prepared by the Bacteriological Department of the Agricultural College.

*Seeding.*—Prepare a very fine seed bed, just as you might for flowers or vegetables. Sufficient seed (2 ozs.) is sent to sow the plot at the rate of 20 lbs. to the acre. It is to be sown with barley at the rate of one bushel to the acre (4 4-5 oz. for 1-160 acre). The barley can be obtained locally. The alfalfa may be sown broadcast or in drills. Cover the seeds by raking, firm the earth to insure

moisture to it for germination, and leave the surface lightly raked to prevent too great a loss of soil moisture. The depth of planting will depend on the nature and condition of the soil; the seed should be covered deeper in light soils than in heavy ones; when there is abundance of moisture present at the surface it does not need to be planted so deeply as is necessary in drier ground.

*Care.*—The barley is used as a *nurse-crop* to protect the young and tender Alfalfa plants. It should be cut just as soon as it is ready to harvest; or even cut before this and used for green fodder, if it is retarding the alfalfa's growth. The weeds on the school plot should be kept pulled. Do not crop the alfalfa the first season unless it grows quite high; in this case the plants may be cut about six inches from the ground. Allow it to go into the winter strong and well-grown. In the second, and subsequent seasons, use the plot for practical lessons in agriculture as suggested below. Do not permit it to be neglected; rather permit some person in the neighbourhood to cut the crop regularly for green food for his cow, poultry, horse or pigs.

*Making Alfalfa Hay.*—Henry Glendinning, Esq., of Hastings Co., a gentleman who has had a great deal of experience in making and inspecting alfalfa and other hay, in recommending the following method says: "While it is correct that extreme drying causes the leaves to fall off, my experience is that the more it is handled, if properly done, the more leaves are retained.

"Our method is to cut with two mowers in the forenoon and follow within an hour with the tedder; all of this being done before noon. Ted again in the afternoon and rake into windrows before night If the weather is favourable let it lay in the windrows over night and the following forenoon ted the windrows lengthways. In the afternoon ted again, and the next morning after the dew is dried off ted again. Then we hitch to the hay loader and haul to the barn. For the past three years we have not put up a coil of alfalfa hay on the farm. This method produces an alfalfa hay that is green and full of leaves.

"By the frequent tedding none of the leaves ever get very dry; they are kept in a wilted condition and the leaf is enabled to perform the function that nature intended it to do, viz., pump the sap out of the stem. If the weather is unfavourable, I prefer coiling the first day after tedding twice."

### Practical School Studies

*Keeping Records.*—It is not expected that all the topics outlined for study below can be covered by any school which undertakes this work. They are given as suggestions merely for interesting practical studies. Perhaps only a very few of them can be taken up as class studies, but many may be suggestive for independent individual work. Whenever any of the work is done, pupils should make careful records of the results of their experiments or observations. Let this leaflet be the commencement of a little "Alfalfa Book." Add additional sheets for drawings, mountings, newspaper clippings, essays and records of experiments. Put down the work so well that it may be a neat, creditable and permanent account of this part of your studies in *Agriculture.*

*Seed Studies.*—1. Observe the variations in size, colour and shape of the seeds and compare the Alfalfa seed with the seed of the Clovers, Sweet Clover and Black Medic. Put up collections of these in glass vials.

2. Analyze one ounce of a sample to determine to what so-called "government standard" it grades; or send (post free) samples to the *Seed Branch, Department of Agriculture, Ottawa,* for an official examination and report.

3. Estimate the number of seeds in an ounce and calculate the number of seeds sown on an acre.

*Seedling Studies.*—1. Observe the time that it takes for the seed to germinate.

2. Compare the first, second and third leaves.

3. Measure the rate of growth from week to week.

4. Prepare mounted specimens of seedlings showing the development at different ages.

5. Observe where, how and when the branching takes place.

6. Note when the tubercles are first noticeable on the roots

7. Estimate the number of plants established in the plot before winter sets in.

8. Estimate the number of plants that survive the winter.

*Plant Studies.*—1. Measure the length of the root of a one-year-old plant.

2. Measure the length of roots exposed in digging drains, wells, gravel, sandpits, etc.

3. Estimate the number of tubercles on the root system of a one-year plant.

4. Study the structure of a flower and compare with a pea blossom.

5. Find out whether bees or other insects visit the flowers to gather nectar. Compare the work of bumble and honey bees on alfalfa.

6. Note how the plant forms the *"crown"* at its root.

7. Examine plants for the occurrence of rust and the injury done by this plant disease.

*Studies on School Plot.*—1. Find the weight of the green crops cut from the plot, and the weight of hay that these yield.

2. Feed the hay to poultry, pigs, sheep, horses and cows, to learn how it is relished.

3. If a crop of seed is produced, thresh the hay, weigh the seed and estimate the yield per acre. Use the seed for distribution in the district.

4. Analyze the seed produced and determine the grade to which it attains.

5. Experiments with the plot—*e.g.,* manure one section of the plot in the fall, or cut another section quite close in the fall; or trample another portion, or allow a portion to remain uncut.

*Crop Studies.*—1. Make inquiries regarding the history of its introduction into the district, the difficulties encountered and the reasons for success.

2. Make a map of the district marking the Alfalfa fields.

3. Compare the fields as to the length of time they have been cropped, the kinds of soil represented, the yields and the effects of pasturing.

4. Find out how the hay is cured and fed by different farmers.

5. Examine the market reports for prices paid for hay and seed.

6. Get the opinions of practical farmers regarding its value and uses.

*Literary Work.*—Have a school debate. *"Resolved that Alfalfa is a more desirable crop to grow than Timothy."* Write compositions on *"How to Grow Alfalfa." "The Uses of Alfalfa." "The School Alfalfa Plot,"* etc.

*References.*—The agricultural papers very frequently publish articles on Alfalfa. Bulletin 165, *Alfalfa or Lucerne,* published by the Ontario Department of Agriculture. and Bulletin 46, *Alfalfa or Lucerne,* published by the Dominion Department of Agriculture, may be had free on application.

March, 1912.

## LESSONS IN AGRICULTURE

### The Best Time to Sow Spring Grains

(Circular 13E, a Supplement to School Chart 13E)
(Condensed)

In *School Chart 13E* an account is given of a series of experiments carried on at the Provincial Experimental Farm at the Ontario Agricultural College, Guelph, to find out what advantages or disadvantages there are in early or late seeding of Wheat, Barley, Oats and Peas. The results of the experimental work are recorded on the chart in a diagram.

While the facts and figures, determined through five years' careful work on the Experimental Farm are of great interest and value to every farmer in Ontario and do not need to be repeated, it has been thought that a little experiment for the schools along similar lines might be of interest and value to all pupils who live in the country and attend the rural schools. Accordingly arrangements have been made through the *Schools' Division of the Experimental Union* to send out for the work of 1912 packages of selected O. A. C. No. 21 Barley, sufficient to sow four 1/1000 acre plots. This barley is generally recognized as the best variety grown at the present time in the province. Through this experiment in the School Gardens of Ontario it may now be tested in many new localities while being used to answer a problem in agriculture.

In subsequent years samples of selected wheat, oats, and peas will be distributed also for this experiment.

#### Origin of O. A. C. No. 21 Barley

This barley is an improved variety of Mandscheuri barley which was first grown on the Experimental Farm twenty-two years ago last spring. From the beginning it proved itself of surpassing quality, and through its distribution by the Experimental Union upwards of half a million acres are now grown annually in Ontario. This from the one pound of grain imported from Russia in 1879.

Good as this Mandscheuri barley might be, there was still room for improvement.

In the spring of 1903, 9,972 selected grains of Mandscheuri barley were planted by hand at equal distances apart in a plot in the Experimental Farm. When the plants were mature they were carefully examined and 33 of the most promising ones were selected, harvested and threshed separately. In 1904 the seed of these 33 plants was sown separately in rows, and these rows were carefully examined and the most important ones harvested and threshed separately. From that time forward, only the best of these strains were grown in the tests as follows: 14 in 1905, 8 in 1906, 7 in 1907, and three in each of the past four years. During the first year (1904), the different strains went by numbers, and the one which has proven to be the best is what is now known as the O. A. C. Number 21. This variety was distributed throughout Ontario in connection with the Experimental Union, beginning in the year 1906, and has made a very excellent record. In each of the past five years it has actually given better results than the original Mandscheuri variety in yield of grain, in freedom from rust, and in both length and strength of straw in the co-operative tests throughout Ontario. It is quite an easy matter to distinguish the grain of the O. A. C. Number 21 from that of the Mandscheuri variety.

In the spring of 1909, about 20,000 bushels of the O. A. C. No. 21 barley were traced in Ontario as the result of the pound lots which were distributed for

experimental purposes in connection with the Experimental Union. This is the power of one grain! One grain in the spring of 1903 and 20,000 bushels in the spring of 1909!

*The School Experiment.*—The sample distributed through the Schools' Division is the progeny of that grain. Through small experimental plots in a few hundred Ontario school grounds, there is hardly a limit to the possibilities of barley improvement in this Province. Several schools that had plots of *O. A. C. No. 21* last year (1911) report that their barley was considered the best in the locality.

*Preparation of Ground and Sowing of Seed.*—For these things the teacher should secure the advice and help of the trustees or some of the parents who are interested in school work. If a piece of ground has not been prepared on the school grounds the previous fall, or cannot very well be got ready in time for the first and earliest planting a plot should be secured in some well-cultivated field adjoining the school grounds.

Previous to the actual planting, measuring tools, stakes, labels and fencing should be arranged for. The greatest precaution should be taken to have the plot protected from stray animals. There is no more disheartening experience in school gardening—unless it be acts of vandalism—than to have stray cattle destroy all one's work and hopes in a single night.

Measure the plots exactly, drive the stakes at the corners, stretch a string around them and sow the seed within this, raking it to a depth of about one inch. Label the plot showing what has been done. If the grain is sowed in drills, the pupils will be able to keep down the weeds better than if sowed broadcast.

*Arrangements re Holidays.*—Previous to the breaking up of school, definite arrangements should be made with the trustees or some of the older pupils for the harvesting of the crop. This should be done at the right time and the sheaves securely tied and hung up where they will not come to harm from mice or birds or from the weather. They will be needed when school opens, to estimate yields, length of straw and amount of rust if these calculations have not been made at the time of harvesting. If the sheaves are to be used for an exhibit at the local fall fair or the school fair, the threshing will need to be delayed.

### Practical School Studies

*Keeping Records.*—It is not expected that all the topics outlined below for study can be covered by any school which undertakes this work. They are given as suggestions for exercises that may be taken as circumstances permit, or as directions for lines of observation and experimenting that the older pupils may follow independently of class work. There are more real problems for study, relating to the common everyday operations of the farm, than are ordinarily "dreamed of in our philosophies." If a boy (or group of boys) carries out only one of the exercises, he is doing well and deserves encouragement.

Whenever any of the work is done, it should be carefully recorded by the pupil and attached to this circular. Additional sheets of drawings, mountings, newspaper clippings, and compositions might be added, too, to make a booklet.

Put down the work so well that it may be a neat, creditable and permanent account of this part of your studies in *Agriculture.*

*Seed Studies.*—(1) Sprout 100 seeds between damp blotters enclosed by two plates, to find the percentage of good seed as well as to learn how the seedlings develop roots and root hairs.

(2) Find out the names of the varieties of barley grown in the neighbourhood.

(3) Compare the grain and heads of different barleys grown locally and learn to distinguish.

(4) Mount samples of grains in glass vials and of heads in small bunches for a wall exhibit at the School Fair.

Plant Studies on School Plots.—(1) Compare the length of time of different sowings to germinate.

(2) Measure the rate of growth from week to week and note the relation of growth to the weather.

(3) Note the extent of *stooling* or *tillering, i.e.,* the average number of stems arising from one plant.

(4) Watch for the first evidence of the formation of a head and note the time it takes to make its appearance.

(5) Learn how long it takes for the head to ripen after it appears. Recognize the flowering period and note whether the pollen is gathered by insects.

*Local Crop Studies.*—(1) Investigate the barley growing of the district and represent the barley fields on a map, showing the kinds, average and yields.

(2) Make inquiries about the local history of barley production—who introduced it, how it was grown in the early days, how it was affected by changes in tariffs, etc.

(3) Investigate the methods of seeding followed on local farms, the time, the preparation of the soil, the machinery used, the distance of the drills apart, the amount of seed sown per acre.

(4) Calculate the cost of producing an acre of barley, allowing for plowing, harrowing, sowing, harvesting and threshing.

(5) Consider the uses and values of barley straw and grain. Note the market quotations.

*Plant Studies.*—(1) Examine the root systems of barley plants, noting the amount of branching, the probable length of all the roots, and whether they strike down or grow near the top of the soil as *surface-feeders.*

(2) Estimate the relative amounts of grain and straw by weighing a sheaf, threshing out the grain and then weighing the straw and grain. Calculate the answer in percentages.

(3) Calculate the weight of a bushel of grain by filling a pint, quart or gallon measure, level full, weighing and multiplying. If possible, borrow a miller's scales for this. Compare the results obtained with the weight of a standard legal bushel.

(4) Study a head of barley to learn how (*a*) many *spikelets* there are composing it; (*b*) their arrangement; (*c*) how many grains there are in the head, and (*d*) the relation of the chaff to the grain.

*Seed Improvement.*—Write to the Secretary of the *Canadian Seed Growers' Association* (L. H. Newman, Esq., B.S.A., Canadian Building, Ottawa), asking for reports and instructions regarding the work of this Association in improving the quality of seed used on Canadian farms. This organization had its commencement in a scheme of seed-selecting competitions for boys and girls in Canadian schools. Boys and girls may still share in its work.

*References.*—(1) Consult the Report of the *Bureau of Industries of Ontario* (this may be had free on application to the Department of Agriculture, Toronto) to find out the extent of barley growing in the province. Figures are given for each county.

(2) The *Annual Reports of the Ontario Agricultural and Experimental Union,* and the *Ontario Agricultural College* contain the latest information about improved varieties, etc. These reports are to be obtained free from the same source as mentioned above.

(3) In *The Cereals of America,* by Hunt, there is an interesting chapter on barley. This book might be obtained for the school library.

April, 1912.

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## COURSES AND EXAMINATIONS FOR THE DEGREE OF B.Sc. (Agr.) AND SPECIALISTS' CERTIFICATES IN SCIENCE AND AGRICULTURE

(Circular No. 47A)

Under the present scheme for the advancement of Agricultural Education, the County Representative of the Department of Agriculture is expected to teach Agriculture in the High and Continuation Schools and the Collegiate Institutes. The latter function, however, he is usually unable to perform satisfactorily, partly owing to the pressure and importance of his duties as representative, and partly to the difficulties connected with arranging for his classes in the time tables of the Schools. The experience of five years has shown that in order to secure for the subject of agriculture its due share of attention, the teacher of agriculture must be a regular member of the staff. For some years at any rate, not all the time of such teacher would be taken up with classes in agriculture, and, accordingly, at the request of the Minister of Education, the Universities of Toronto, Queen's, and McMaster have established the new degree of Bachelor of Science in Agriculture [B.Sc. (Agr.)], the course for which covers four years, the first two being taken at the Universities and the last two at the Ontario Agricultural College, Guelph. These courses provide a good general education as well as a special knowledge of both science and agriculture. In order, also, to increase their knowledge of practical agriculture, candidates for the degree will be expected to work during the summer vacation between the third and the fourth year's course, either on the College farm or on some other farm in the Province of Ontario which, in the opinion of the President of the College, is well managed. The conditions under which this work is to be done may be ascertained from the President. An outline of the courses, as well as the regulations governing them, is given below; full details will be found in the Calendars of the College and the aforesaid Universities.

The degree B.Sc. (Agr.), the Department of Education will accept as the academic qualification for a Specialist's Certificate in both Science and Agriculture and for a Public School Inspector's Certificate. The Specialist's Certificate will be granted after a year's professional training at either of the Faculties of Education, and the holder will be qualified to teach both Science and Agriculture in a High or Continuation School or a Collegiate Institute. Under this new scheme, the County Representative will continue to discharge his duties as such, and will, in addition, conduct, under the School Board concerned, classes for farmers and farmers' sons throughout the county, while the duties of the holder of the new Specialist's Certificate will be confined to the regular Secondary School Classes.

With a view to furthering the success of this scheme and thereby improving the agricultural teaching in the schools, the Government will give, at the end of each of the two years taken at the Agricultural College, a scholarship of $100.00 to each candidate for the degree, who passes the final examinations of the year and is recommended therefor by the President of the College. Moreover, as soon as the new class of specialists is available, the Government will make liberal grants for the encouragement of Secondary School Classes in Agriculture, in the form of contributions to their maintenance and of additions to the teacher's salary. The aforesaid payments to teachers will, however, carry with them an obligation on the teacher's part to teach for at least two years in the Province of Ontario; but, as in the case of similar grants made by the Department of Education, the return of a proportionate amount of the total will release the teacher from his obligation.

Through the courtesy of the Universities concerned, the Department of Education has been supplied with lists of the students, now in attendance thereat, who might select the Courses for the new degree; and, to them, in particular, this circular is addressed, in order that they may understand the situation and may notify the President of the Ontario Agricultural College of Guelph, on or before the 10th of next September, if they propose to take, during the coming session, the first of the two years' Courses at the College. For further information, those interested in this subject should address the Deputy Minister of Education and the President of the Ontario Agricultural College, Guelph.

### Curriculum for the Degree of B.Sc. (Agr.)

(For details of the courses and explanation of references, see the Calendars of the College and the Universities.)

#### I. At the University of Toronto

**Biology, Geology and Mineralogy (Special Courses)**

*First Year—*

Latin, 1a; English, 1a, 1b; German, 1a; French, 1b; Mathematics, 1, 4, 6; *Mechanics; *Physics, 1, 2; *Biology, 1, 3, 4; *Chemistry, 1, 13.

*Second Year—*

English, 2a, 2b; German, 2a; French, 2b; Geology, 1; *Physics, 3b, 4, 5, 6; *Biology, 7, 8; *Chemistry, 3, 7, 15, 24; *Geology and Palæontology, 3, 4; *Mineralogy and Petrography.

*Science Subjects (Honours).

#### II. At Queen's University

The following classes comprise the courses at Queen's University, a minimum of two years' attendance being required:

Junior Latin; Junior English; Junior Mathematics; *Junior Chemistry; *Junior Physics; *Pass Botany; Junior French or Junior German; *Senior Chemistry; *Senior Physics; *Pass Animal Biology; *Pass Mineralogy; *Pass Geology.

Students are permitted to take in each year of attendance six of the classes enumerated above.

*Science Subjects.

### III. At McMaster University

*First Year—*

*Chemistry, 1, 2; *Biology, 1, 2; *Physics, 1, 2; Mathematics, 1, English, 1; Latin, 1; French, 1, or German, 1; English Bible, 1.

*Second Year—*

*Chemistry, 5; *Biology, 3; *Physics, 3, 4 (5 or 6); *Geology, 1, 2, 3; *Mineralogy, 1; English, 2; French, 2, or German, 2.

*Science Subjects.

### IV. At the Ontario Agricultural College

The following are accepted by the Universities of Toronto, Queen's, and McMaster as the third and fourth year courses for the degree of B.Sc. (Agr.).

*Third Year—*

English; Modern History; Rural Economics; Horticulture; Beekeeping; Animal Husbandry; Dairy Husbandry; Field Husbandry; Poultry Husbandry; *Botany; *Entomology; *Chemistry—Qualitative Analysis; *Physics—Cold Storage and Meteorology.

*Fourth Year—*

English; Modern History; Rural Economics; Forestry; Horticulture; Field Husbandry; Animal Husbandry; *Botany; *Zoology; *Entomology; *Bacteriology; *Chemistry.

*Honour Science Subjects.

## Regulations

### Acceptance of Courses

The Universities accept the examination results of the third and fourth years of the courses prescribed herein in the Agricultural College.

### Standards

A candidate for the degree of B.Sc. (Agr.) from any of the Universities of Toronto, Queen's and McMaster shall attain the following standard at the examinations at the Universities and the Agricultural College:—

1. A minimum average of 60 per cent. in the papers in Science of the first and second years, respectively, of the University courses.

2. A minimum average of 60 per cent. in the papers of the third year in the Agricultural College in the following subjects of the course:—Botany, Entomology, Chemistry—Qualitive Analysis, and Physics—Cold Storage and Meteorology.

3. A minimum average of 66 per cent. in the papers of the fourth year at the Agricultural College, in the following subjects of the course:—Botany, Zoology, Entomology, Bacteriology, and Chemistry.

4. A minimum of 40 per cent. in the papers in the other subjects of each year of the prescribed course in the Universities and the Agricultural College.

September, 1912.

## SYLLABUS OF REGULATIONS AND COURSES FOR COMMERCIAL SPECIALISTS' CERTIFICATES

(Circular No. 2)

### Interim Certificates

1. The examination for Interim Specialists' Certificates will be divided into two parts which may be taken in the same or in different years. The subjects shall be as follows; the details are given below:

#### PART I

1. Bookkeeping: Theory.
2. Bookkeeping: Practice.
3. Business Practice and Business Law.
4. Penmanship.
5. Stenography: Theory.
6. Stenography: Practice and Typewriting.
7. Mercantile Arithmetic.

#### PART II

1. Auditing.
2. Economic Geography.
3. History of Commerce and Industry.
4. Money and Banking.
5. Theory of Economics.

2. There will be one examination paper in each of the foregoing subjects. The examination in Stenography Practice and Typewriting will be practical and will include (*a*) dictation and transcription on a typewriter and (*b*) typewriting from given printed matter.

3. The standard for pass at each examination will be 40 per cent. of the marks for each paper and 60 per cent. of the aggregate.

4. A certificate of graduation in the present Honour Course of the University of Toronto in Political Science, will be accepted in lieu of the examination prescribed above for Part II.

The Department accepts also the Honour Courses in Political Science of Queen's and McMaster universities.

5. Until August, 1915, a candidate for an Interim Commercial Specialist's Certificate shall hold a First Class Public School or a High School Assistant's Certificate, and after August, 1915, such candidate shall hold in addition a degree in Arts from a British University. All the foregoing certificates may be obtained before or after passing the Commercial Specialists' examination.

### Permanent Certificates

6. A candidate for a Permanent Commercial Specialist's certificate will be required to make a detailed written report of his investigations, preferably in the locality in which he is teaching, of three separate business systems, involving single proprietor, partnership and corporation ownership, respectively; said report to include a description of each business and its method of accounting. He shall have had at least two years' successful experience as attested by the Inspector under whom he has taught in the Commercial Department.

### Regulations in Force

7. The foregoing regulations as to the Courses of Study, Examinations, and Certificates for Commercial Specialists shall go into effect after August, 1912.

8. All former regulations of the Department of Education that are inconsistent with the foregoing regulations are hereby repealed.

## Details of the Course for Interim Certificates

### PART I

#### 1. Bookkeeping: Theory

Single and double entry; general merchandising, commission business, manufacturing; single proprietor, partnership and corporation accounting, and changing from one form of ownership to another; plant, labour, material, departmental accounts, cost accounting; practical treatment of such accounts as bank discount, freight, suspense, bad debts, depreciation, etc.; columnar cash books, journals, etc.; and the various forms of books necessary for the different kinds of business; manufacturing, trading, and profit and loss accounts, balance sheets; statements of income and expenditure, and of receipts and disbursements; banking, savings and current accounts, collection and exchange, statements of banks and other corporations.

#### 2. Bookkeeping: Practice

Making the proper records and financial statements from given data. Single proprietor, partnership, and corporation accounting.

#### 3. Business Practice and Business Law

(*a*) Business Papers: Receipts, releases, promissory notes, chattel notes, lien notes, instalment notes, drafts, bills of exchange, orders, due bills, deposit slips, cheques, bank drafts, draft requisitions, deposit receipts, bank pass books, bills, invoices, credit invoices, accounts, monthly statements, warehouse receipts, bills of lading, freight bills, proxies, powers of attorney, agreements, bonds, debentures, leases, instalment scrips, stock certificates, stock transfers.

(*b*) Business Laws: Negotiable paper, indorsement, acceptance, discharge, dishonour, protest, negotiability and assignability, accommodation paper; statute of limitations; statute of frauds; interest; legal tender, payments, collection of accounts; partnership, joint stock companies; insurance; liability as partner, shareholder, director, agent, indorser, etc.; contracts; property; mortgages; guarantee and suretyship; shipper and carrier; mechanics' lien; landlord and tenant; principal and agent; master and servant; wills and succession duties; copyrights, trade marks, industrial designs, patent rights.

(*c*) Statutory Requirements: The Bills of Exchange Act, The Bank Act, An Act Relating to the Currency, The Ontario Companies' Act, The Dominion Companies' Act.

#### 4. Penmanship

Theory and practice of penmanship; position and movement; principles of letter formation: graceful, legible business writing; ledger headings, figures, lettering, marking and engrossing.

#### 5. Stenography: Theory

The principles of The Isaac Pitman system of Stenography.

### 6. Stenography: Practice and Typewriting

(*a*) Stenography: Writing business correspondence and legal documents from dictation at a speed of sixty words per minute; and the transcription of these shorthand notes on the typewriter at a speed of twelve words per minute.

(*b*) Typewriting; Copying, invoicing, billing, columnar statements, etc.

### 7. Mercantile Arithmetic

Interest, discount, annuities certain, sinking funds, formation of interest and annuity tables, the application of logarithms, stocks and investments, partnership settlements, partial payments, equating or averaging accounts, exchange, practical measurements, and the metric system.

## PART II

### 1. Auditing

Object, scope, and advantages of an audit; preliminary steps; instructions to the bookkeeper before an audit; continuous and complete audits; relation to prior audits; vouchers; trial balances and balanced books; individual, partnership, and company ownership; methods of accounting; different classes of audits, as commercial, mining, financial; valuation and verification of assets and liabilities; depreciation, discounts, bad and doubtful debts, reserve funds, etc.; preliminary expenses, directors' fees, etc.; foreign exchange; nature of profits; forms of accounts and balance sheets; auditors' reports, recommendations and certificates.

### 2. Economic Geography

Physical Geography in its economic aspects and the relation of these aspects to the natural resources of the chief countries. The raw material of commerce—food stuffs, textile fabrics, building material, and materials for use in the arts. Production centres, markets and trade routes; growth of commerce and distributing agencies in Canada, the British Empire, and the United States; influence of tariffs on trade; free trade; relation of waterways to railways, the distribution of the waterways of the country and their effect on domestic commerce. Possibilities and limitations of trade within the British Empire; Canadian exports and imports; importance of the Suez and Panama Canals.

### 3. History of Commerce and Industry

Ancient and Mediæval commerce; the influence of Venice; the Crusades; the mediæval guilds and their relation to modern trade unions; commercial significance of the great geographical discoveries of the fifteenth century; the Dutch commercial ascendancy; struggle of the English, French, and Dutch for the first place in commerce; the English industrial revolution; commercial significance of the Napoleonic wars; England's industrial and commercial supremacy; French industry and commerce since the overthrow of Napoleon; the German Empire and its commercial position; recent economic growth of Russia; the Balkan States; and the commercial position of South America, Africa, Asia (especially the influence and growth of Japanese and Chinese nations), and Oceania.

### 4. Money and Banking

Theory of money, its history and functions; credit; mechanism of exchange. Nature and function of banks, management of reserves, note issue, redemption fund, leading banking systems of the world especially those of Canada and the

United States, clearing houses, savings banks, trust and loan companies; balance of trade, meaning and effect on exchange.

### 5. Theory of Economics

Principles of production, distribution, and exchange. Economic theories of value, rent, wages, profits and interest; land, labour and capital; industrial combinations, extent, dangers and advantages; socialism.

National and local finance; public debts, methods of extinction and conversion; sinking funds; public domain—lands, forests, minerals; principles of taxation.

## Books of Reference Recommended

NOTE—The prices are those given in the publishers' catalogues.

### PART I

Ontario School Book-keeping—Second Course ..... $1 00
Educational Book Co., Toronto.

Joint Stock Company Accounts—Hoskins ..... 2 00
Commercial Text Book Co., Toronto.

Manufacturers' Accounts—Eddis and Tindall ..... 2 00
Accountancy Book Publishing Co., Toronto.

Accounting in Theory and Practice—Lisle ..... 4 25
Wm. Green and Sons, Edinburgh.

Digest of Canadian Mercantile Law—W. H. Anger ..... 2 00
W. H. Anger, Toronto.

Acts: The Bills of Exchange Act, 25cts.; The Bank Act, 25cts.; The Currency Act, 15cts.; The Dominion Companies' Act, 25cts.; The Ontario Joint Stock Companies Act ..... 50
Carswell Co., Toronto.

The Business Journal (for penmanship commence with Sept. No.) ..... 75
1205 Tribune Building, New York.

Course in Isaac Pitman Shorthand ..... 1 50
Commercial Text Book Co., Toronto.

Expert Typewriting—Fritz and Eldridge ..... 85
American Book Co., New York.
Morang Educational Co., (Agents) Toronto.

Algebra for Matriculation (chapters on Progressions, Logarithms, Annuities)—Hall and Knight ..... 90
The Macmillan Co. of Canada, Toronto.

The Theory of Finance—Geo. D. King ..... 1 25
Charles and Edward Layton, London, Eng.

Interest and Bond Values—M. A. Mackenzie ..... 1 00
(To students and teachers)
University Press, Toronto.

NOTE: Either of the two preceding books may be selected.

### PART II

Auditing (chapters 1 to 8)—L. R. Dicksee ..... 5 50
Gee and Co., London, Eng.

Pitman's Commercial Geography ..... 85
Commercial Text Book Co., Toronto.

Commercial Raw Materials—Toothaker ..... $1 25
Ginn and Co., New York.
Ontario High School Physical Geography ..... 60
Morang Educational, Toronto.
Canada Year Book.
Department of Agriculture, Ottawa.
Canadian Almanac ..... 60
The Copp Clark Co., Toronto.
History of Commerce in Europe—H. deB. Gibbins ..... 90
The Macmillan Co. of Canada, Toronto.
General History of Commerce—W. C. Webster ..... 1 40
Ginn and Co., New York.
Money and Banking—Scott ..... 2 00
Henry Holt and Co., New York.
Money and Mechanism of Exchange—Jevons ..... 1 75
D. Appleton and Co., New York.
Canadian Banking System—J. F. Johnston ..... 30
Supt. of Documents, Government Printing Office, Washington, D.C.
Outlines of Economics—R. T. Ely ..... 2 00
The Macmillan Co. of Canada, Toronto.

#### Summer School

Since 1911 a Summer School for candidates for certificates as Commercial Specialists has been provided by the Department of Education in the building of the University of Toronto. This school will be continued so long as a sufficient number of students apply for admission, and the Departmental examinations for said certificates will be held this year and thereafter as soon as the Summer School course is completed.

May 25th, 1912.

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## COURSES FOR ART SPECIALISTS IN CONTINUATION AND HIGH SCHOOLS AND COLLEGIATE INSTITUTES AND FOR ART SUPERVISORS IN PUBLIC AND SEPARATE SCHOOLS

(Circular No. 12A)

### Courses of Study

### I. FOR ART SUPERVISORS

1. The Course for Art Supervisors in the Public and Separate Schools shall be as follows:—

#### Drawing

Elementary Descriptive Geometry in its relation to Perspective.
Elementary Perspective.
Elementary Drawing from Geometrical Solids, Simple objects, and Natural forms.

Elementary Drawing from the Antique and from Life.
Sketching in various Black and White Mediums.
Blackboard Drawing.
Drawing from Memory.
Elementary Illustration.

**Modelling**

Elementary Modelling.
Modelling from details of Antique Cast.
Making of moulds and Casting in Plaster.

**Painting**

Drawing with Coloured Chalks and Crayons.
Brush exercises and simple painting with Water Colours.

**Design**

Geometric forms and Ornament.
Decorative treatment of Natural forms.
Applied Design.

**Demonstrations, Lectures and Reading Course**

Composition.
Theory of Colour.
Mediums for Drawing and Painting.
Mechanical Processes of Reproduction.
Principles of Design.
Synopsis of the History of Art.
Critical study of Works of Art.
Methods of Teaching Art in Public Schools.

**II. FOR ART SPECIALISTS**

2. The Course for Art Specialists in the Continuation and High Schools and Collegiate Institutes shall be as follows:

**First Course**

The first Course shall be the same as that provided above for Art Supervisors.

**Second Course**

The Second Course shall be as follows:

**Drawing**

Drawing from the Antique.
Drawing from Life, Still Life, Landscape and Architectural forms.
Sketching in various Black and White mediums.
Blackboard Drawing.
Drawing from Memory.

**Painting**

Drawing from Life and Still Life with Coloured Chalks and Pastels.
Elementary Painting with Oil and Water Colours.

### Modelling

Modelling from the Antique.
Modelling from Life.

### Design

Historic Ornament.
Basic forms of Design.
Decorative treatment of Natural forms.
Application of Design to Crafts and Manufacturers.

### Demonstrations, Lectures, and Correspondence Course

The Principles of Design and Applied Art.
Composition.
Theory of Colour.
Mediums for Drawing, Painting, and Modelling.
History of Art.
Critical Study of works of Art.
Perspective.
Artistic Anatomy.
Methods of teaching Art in Continuation and High Schools and Collegiate Institutes.

## Books of Reference Recommended

### I. For Art Supervisors and Art Specialists (First Course)

3. The following are recommended for reference in the different courses for Art Supervisors and Art Specialists (first course):

The Teaching of Drawing. Polak and Quilter ..... $0 60
University Tutorial Press, London.

The Training of the Memory in Art. Lecoq ..... 1 60
Macmillian & Co., Toronto.

Blackboard Drawing. Seaby ..... 65
Nelson & Sons, Edinburgh.

Elements of Drawing and Perspective. Ruskin
Geo. Allen & Sons, 44 and 45 Rathbone Place, Oxford St., London.
Students' Edition, .....3s. 6d. to 12s. 6d.
J. M. Dent & Sons, 29 and 30 Bedford St., London, W.C., Everyman's Library, .....1s. to 2s. 6d.
E. P. Dutton, New York.

The Art of Modelling in Clay and Wax. Simonds ..... $0 25
Allen & Sons, London.

Line and Form. Crane ..... 1 50
Bell & Sons, London.

Manual of Historic Ornament. Glazier ..... 2 00
Batsford, London.

Decorative Illustration of Books. Crane ..... 1 50
Bell & Sons, London.

Apollo, Story of Art throughout the Ages. Reinach ..... 1 50
Heinemann, London.

A Child's Guide to Pictures. Caffin ..... 1 25
Baker & Taylor, New York.

### II. For Art Specialists (Second Course)

The following are recommended for reference in the Second Course for Art Specialists:

Elementary Art Teaching. Taylor ..... $1 25
Chapman & Hall, London.

Practical Hand Book of Drawing for Modern Methods of Reproduction.
Harper ..... 1 80
Chapman & Hall, London.

Book Illustration of To-day. Sketchley ..... 1 50
Trubner & Co., London.

Anatomical Diagrams. Dunlop ..... 1 20
Bell & Sons, London.

Figure Drawing. Hatton ..... 1 50
Chapman & Hall, London.

Modelling. Vol. I. Lanteri ..... 2 85

The Practice of Oil Painting. Solomon ..... 1 20
Seely, Service & Co.

Appolo, Story of Art throughout the Ages. Reinach ..... 1 50
Heinemann, London.

How to Study Pictures. Caffin ..... 2 00
The Century Co., N.Y. Briggs, Toronto.

NOTE.—The foregoing books are recommended for reference and general information, and should be used only in connection with the practical work of the different courses and the lectures and demonstrations belonging to them.

### Special Provisions for Instruction

4. The following special provisions for instruction are open to candidates:

(1) A school year of instruction in each course at the Ontario College of Art;

(2) A Summer Course provided free at the College of Art by the Department of Education. This course is followed by direction of work and of reading provided by correspondence by the Ontario College of Art; and

(3) A Spring Course of ten weeks provided at the College of Art, by the Department of Education, free for all teachers, with, in addition, travelling expenses and an allowance for board, in the case of Normal School Grade A students who have passed the Easter examination, and of such other teachers belonging to the Provincial system of schools as may be approved for admission by the Minister of Education. This course will be followed by direction of work and of reading provided by correspondence by the College of Art.

NOTE 1. The work of the regular school year in the Ontario College of Art is arranged in three divisions, viz.: The Fine Arts Course, the Applied Arts Course, and the Teachers' Course.

2. The Teachers' Course consists of work in Drawing, Modelling, Painting, and Industrial Design, and Lectures and Demonstrations covering the various subjects required for the examinations for Public and High School Certificates and for the College Diploma of A.O.C.A.

3. The work of the Spring and the Summer School for Teachers is arranged specially for those preparing themselves as Supervisors of Art in the Public Schools and Art Specialists in High and Continuation Schools and Collegiate Institutes, but the general character of the work is the same as that taken up in the regular classes of the College.

4. It is expected that the course for Art Supervisors shall cover at least one year, and for Art Specialists at least two years.

## Examinations

### Admission Requirements

5. For admission to the examinations for Art Supervisors in Public Schools, the candidates shall hold at least a Second Class certificate; and, for admission to the examinations for Specialists' certificates in High and Continuation Schools and Collegiate Institutes, each candidate shall hold at least a First Class Public School certificate or a High School Assistant's certificate.

### Scheme of Examinations

6. Candidates will be required to submit to the examiners specimens of their work and to pass written and practical examinations, in accordance with the following scheme:

### Specimens of Work

7. At each examination specimens of work shall be submitted by the candidate as follows:

#### I. FOR ART SUPERVISORS

(1) Group of four drawings in pencil, treating a simple arrangement of still life in the following stages: placing and first lines of construction, blocked outlines, a finished outline, light and shade drawing in simple tones.

(2) Two drawings in charcoal from the antique cast, one of which should be of the full figure.

(3) Three groups of mounted sketches, twelve in all, of varied subjects, figures, animals, landscape, and interiors in various mediums, including the cheaper mediums suitable for school purposes.

(4) Two examples of modelling in plasticine and one example in casting.

(5) Four studies in design, including one drawing each, original conventionalized design of flowers from nature, lettering of short sentence, original book cover design, design for piece of furniture.

(6) Two illustrations of given subjects which shall involve problems in perspective.

#### II. FOR ART SPECIALISTS

##### First Course

The same specimens as those prescribed for candidates for certificates as Supervisors of Art.

##### Second Course

(1) Four Drawings from the Antique.
Four Drawings from Life.
Sketches and notes covering one year's work.
Exercise in Blackboard and Memory drawing.

(2) Four drawings with Coloured Chalks and Pastels from Life and Still Life.
Two Paintings with Water Colours.

(3) Two examples of Modelling from the Antique and from Life.

(4) One example of Historic Ornament.
Four examples of Basic forms for Design.
Four original Conventionalized Designs for application to Crafts and Manufacture.

### Written Examinations

8. Candidates shall pass written examinations as follows (one paper, valued at 100 marks, in each subject):

#### I. For Art Supervisors and Specialists in Art (First Course)

The History of Art.
Theory of Colour, Materials for Drawing and Painting.
Descriptive Geometry and Perspective.
Principles of Design and Applied Art.
Mechanical Processes of Reproduction.
Methods of Teaching Art in Public Schools.

#### II. For Art Specialists (Second Course)

The Treatment of Materials in Design.
Relation of Design to Crafts and Manufacture.
Composition.
Theory of Colour.
Mediums for Drawing, Painting, and Modelling.
History of Art.
Critical Study of Works of Art.
Perspective.
Artistic Anatomy.
Methods of Teaching Art in Continuation and High Schools and Collegiate Institutes.

### Practical Examinations

9. Candidates shall also demonstrate their proficiency by practical tests in the following subjects:

#### I. For Art Supervisors and Art Specialists (First Course)

Blackboard Drawing.
Time drawing from the Object or Cast.
Time drawing from Life.
Drawing from Memory of either of above exercises.
Exercise in elementary Design in Colour.
Illustration of given subject.
Time exercise in Modelling from the Object.

#### II. For Art Specialists (Second Course)

Blackboard Drawing.
Time study in Colour from the Object.
Time drawing from Life.
Drawing from Memory.
Exercise in Design in Colour.
Pictorial Composition of given subject.
Time exercise in Modelling from Cast.

### General

10.(1) The written and the practical examinations shall be held at the close of each Summer Session.

(2) The specimen drawings for all the courses shall be of uniform size, full sheet charcoal paper, or mounted on paper or board of similar size, and shall be

fixed and kept flat. They shall be submitted immediately before the written examinations.

(3) Each candidate must certify that the work submitted by him has been done wholly by himself.

(4) At the written examinations candidates must show familiarity with the current nomenclature and technical expressions used in the Fine Arts as established by British usage.

(5) In order to pass the prescribed examination, the practical examinations and the drawings submitted shall be satisfactory to the examiner. The pass mark at the written examinations shall be 40 per cent. of the marks for each paper and 60 per cent. of the aggregate marks for all the papers.

**Equivalent Certificates**

11. The Art Specialist's certificate will be accepted by the Department of Education in lieu of the examinations for Art Supervisors, and the Diploma of Associateship of the College of Art in lieu of the examinations for either Art Supervisors or Art Specialists.

**Special Grants to School Boards and Teachers of Art**

12. Subject to the conditions set forth below, an Annual Grant of $50.00 will be made by the Department of Education, to a Continuation or High School or Collegiate Institute Board, to be spent in the purchase of pictures for the school, provided the Board spends at least an equal amount for the same purpose; and of $100.00 to the teacher of the Middle School Course in Art who holds an Art Specialist's certificate from the Department of Education, and an additional $100.00 if he holds also the Diploma of A. O. C. A. from the Ontario College of Art:

(1) The course shall extend over at least one year and the provision therefor in the time-table shall be at least three periods a week of at least one hour each, one of which may be taken up out of doors for landscape drawing and painting.

(2) The class shall consist of at least six members in regular attendance who have already completed satisfactorily to the Principal the Lower School Art course.

(3) As far as practicable, the complete exhibits of each pupil's work shall be held for the Inspector's examination.

(4) The Inspector's report of the accommodations, equipment, organization, teaching, and the pupil's work shall be favourable.

13. On the report of the Chief Inspector of Public and Separate Schools that the accommodations, equipment, organization, teaching, and the pupils' work are satisfactory, an annual grant of $50.00 will be made by the Department of Education to a Public or Separate School Board, to be spent in the purchase of pictures for the school, provided the Board spends at least an equal amount for the same purpose; and of $100.00 to the Art Supervisor who holds an Art Specialist's certificate from the Department of Education, and an additional $100.00 if he holds also the Diploma of A. O. C. A. from the Ontario College of Arts.

**Regulations in Force**

14. The foregoing regulations shall come into force on September 1st, 1912.

**Repeal of Regulations**

15. All former regulations of the Department of Education inconsistent with the foregoing regulations are hereby repealed.

August, 1912.

## MEMORANDUM re EXAMINATIONS, 1912

(Circular No. 21)

### I. Departmental Examination Papers not for promotion purposes

None of the question papers for the Departmental examinations will be supplied to schools for use therein as promotion examinations. It is in the interests of education that the teachers concerned assume full responsibility for all promotions.

### II. Public School Graduation

The Junior and Senior Public School Graduation Diploma examinations are intended to mark two grades in the completion of the Public School Course, in accordance with the competency of the school concerned. Pupils in attendance at High and Continuation Schools will not be permitted to write on these examinations.

### III. Senior High School Entrance

The Senior High School Entrance examination has been established to test the competency for the Middle School work of the pupils in attendance at a Public School or at a Continuation School in which there is on Middle School. Pupils in attendance at a High School or at a Continuation School in which there is a Middle School will not be permitted to write on this examination.

### IV. Model Entrance

The Model School Entrance examination referred to in section 6, (1), (b), page 56, High School Regulations, is the examination by that name held in 1908 or any subsequent year. Only those pupils will be admitted to this examination in 1912 who will be eighteen years of age before the close of the current year, and who will pledge themselves, if successful, to attend a Model School for the ensuing session.

### V. Lower School Examination

All pupils intending to proceed to a Normal School or a Faculty of Education in order to prepare for an Ontario Teacher's certificate must pass at the end of the Lower School Course, or later, the examination prescribed in section 6, page 56, High School Regulations, unless entitled to exemption therefrom under section 14, page 59.

The paper in Elementary Science for this examination will be based on the complete Lower School course in Botany, Zoology, Physics and Chemistry. No questions in Agriculture will be asked this year.

### VI. September Lower School Examination

The September examination in the Lower School subjects will be continued for 1912 and 1913, for those candidates *only* who are *bona fide* applicants for admission to a Normal School for the ensuing session. No others will be admitted to this examination.

The paper in Elementary Science for this examination will be set entirely on the Course in Biology prescribed for the Lower School.

### VII. Arithmetic and Grammar not for Arts Matriculation

Arts Matriculation does not now require an examination in any subject specially prescribed for the Lower School Course. Arithmetic and Grammar which appear on the Matriculation time-table are required for Matriculation into the Ontario College of Pharmacy.

### VIII. Squared Paper for Mathematics

In certain of the Middle and Upper School examinations in Mathematics the use of squared paper will be required. For the examination in 1912 and thereafter, this paper must be provided by the local school boards. The paper may be obtained through the local dealers at 10c. per package of 10 sheets or direct from the publishers, The Methodist Book & Publishing House, Toronto, or The Copp, Clark Co., Toronto.

### IX. Dates of Examinations

Since all Departmental examinations, except those for Commercial and Art Specialists, are to be completed by June 30th (see note on page 55, High School Regulations), attention is directed to the earlier dates set for the making of application for these examinations. [See High School Regulations 15 and 18, (5), (d) and section 2, (1), page 55; also Public School Regulation 19, (7), (c) and (d).].

### X. Fees

Attention is also directed to the revised schedule of fees for the Departmental examinations. [See Public School Regulation 19, (8) and High School Regulations 18, (5), (b), and sections 15 and 16, page 59]. The Matriculation examination fees will be as follows:—Pass Junior Matriculation, not more than 4 papers, $3.00, more than 4 papers, $8,00; Normal Entrance candidates taking additional Matriculation papers, $3.00 Matriculation fee in addition to the $5.00 Normal Entrance fee; Honour or Scholarship Matriculation, not more than 4 papers, $5.00, more than 4 papers, $10.00.

January, 1912.

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## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1912

(Circular No. 57)

### General Instructions

1. It is the intention of the Department of Education, by maintaining a proper standard at the High School Entrance examination, to improve the character of the work done in the Public Schools and to prevent the congestion of the High Schools with inadequately prepared pupils. High School Entrance Boards are, accordingly, hereby instructed to follow strictly the Regulations of 1911, noting in particular the following points:

(1) Last year's plan of submitting the report to the Minister in two sections is to be continued. See High School Regulation 16, (2).

(2) Blank forms for the use of Public School Principals in making their reports on the standing of candidates under Regulation 5, (3) have been prepared by the Department of Education and will be sent to Inspectors *on request.* The number required should be stated. Some such form or report should be used in all Inspectorates, but is is not intended that the Form prepared by the Department shall necessarily replace forms already in use. In 1913 and thereafter all Inspectors will be expected to see that such forms are provided locally.

(3) Under no circumstances should any information whatever, concerning the results, be made public until the Secretary of the Entrance Board has been so authorized by the Minister of Education. See Regulation 16, (4).

(4) The Chairman is reminded that no payment for services shall be made to any member of the Entrance Board until the Minister has approved of the Board's report, and that such payments may be withheld, on the order of the Minister, in any case where the Regulations have not been duly observed. See Regulations 14, (6) and (7).

2. (1) The Junior High School Entrance examination for 1912 will begin on Wednesday the 19th of June, at 1.15 p.m., and will be conducted under the provisions of Sections 44-47 of the High Schools Act and of the High School Regulations of 1911, subject to the instructions herein contained.

(2) Candidates who purpose writing at the examination must notify the Public School Inspector before the 20th day of April.

**Duties of Inspector**

3. The Inspector shall notify the Minister not later than the 24th day of April in each year, on a form supplied by the Department, of the number and location of the Entrance centres in his Inspectorate, the name and address of each chief Presiding Officer, and the number of persons desiring to be examined at each of such High School Entrance centres.

4. Immediately thereafter he shall send to each Presiding Officer one copy each of the Circulars and Instructions which may be sent to him for that purpose from the Department.

5. He shall present to the Entrance Board a list of the schools in his Inspectorate that have been approved by him as taking up efficiently the subjects of Group I.

**Duties of Chairman**

6. The Chairman of an Entrance Board shall call and preside over every meeting of the said Board.

7. He shall see that such Board performs all the duties assigned to it by the regulations, including—

(*a*) Appointing a Secretary, and Assistant Presiding Officers and additional Examiners where required;

(*b*) Dividing the reading of the answer-papers among the members of the Board;

(*c*) Verifying the certificate of standing in the subjects of Group I;

(*d*) Reading and valuing the answer-papers and determining the results, and

(*e*) Considering special cases.

8. He shall sign all certificates and reports and see that the same are forwarded in due time, as required by Sections 9; 11, (3); and 16, (2) of the High School Regulations of 1911 and instruction number 24, (*a*) below.

9. He shall make out and transmit the necessary requisitions for all payments due the members of the Entrance Board, as required in Section 46, subsection 4, and Section 47, subsection 3, of the High Schools Act.

10. Where an Inspector is a member of each of two or more High School Entrance Boards, the Chairman of each shall consult with that Inspector regarding the dates of the Board meetings in order that he may be able to attend the meetings of each Board. Arrangements may be made for joint meetings of such Boards in order that uniform standards may be adopted.

### Duties of Presiding Officers

11. The question papers for a centre will be sent by the Department of Education to the chief Presiding Officer for that centre.

12. On the receipt of the bag containing the question papers the Presiding Officer shall see that *the seal is intact.* The bag can be opened by cutting the cord, and, when opened, the names and number of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, he should *telegraph the Department at once.* The envelope containing the papers in any subject shall not be opened, however, until the time prescribed in the time-table for the examination in such subject.

13. Each Presiding Officer shall be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and shall see that the candidates are supplied with the necessary stationery and seated so far apart as to afford reasonable security against copying. Under no circumstances shall two candidates be allowed to sit at the same desk.

14. He shall open the envelope containing the papers in each subject in full view of the candidates, at the time prescribed, and shall place one paper on each candidate's desk.

15. He shall exercise proper vigilance over the candidates to prevent copying, and allow no candidate to communicate with another, *nor permit any person except another Presiding Officer to enter the room during the examination.* No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.

16. He shall see that the candidates promptly cease writing at the proper time, fold and endorse their papers properly, and in every respect comply with the instructions herein contained.

17. Where fees have been imposed, as provided in Section 46, subsection 5 of the High Schools Act, the chief Presiding Officer at a centre shall collect such fees from the candidates and account for the same, as provided in Section 13 of the High School Regulations of 1911.

18. He shall submit the answers of the candidates to the Examiners according to the instructions of the Entrance Board.

### Duties of Candidates

19. Every candidate should be in attendance at least fifteen minutes before the time at which the examination in the first subject is to begin, and shall occupy the seat allotted by the Presiding Officer. Any candidate desiring to move from his allotted place or to leave the room shall first obtain permission from the Presiding Officer to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

20. Every candidate shall write his answers on one side only of the paper, and number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them with his name, the name of the subject, and the name of the place at which he is examined. A paper shall not be returned to a candidate after being placed in the hands of the Presiding Officer.

21. Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note or paper having any reference to the subject on which he is writing, shall be required by the Presiding Officer to leave the room, and his paper and the papers of all the guilty parties shall be cancelled.

### Duties of Boards

22.—(*a*) When practicable the answer papers of the different candidates shall be so distributed that the same Examiner shall read and value the answers in the same subject throughout, provided always that no Examiner shall read the answer papers of his own pupils.

(*b*) When so directed by the High School Entrance Board, the Oral Reading of candidates from urban schools may be examined by a member of the Board at said schools during the school days immediately preceding those on which the High School Entrance examination is held.

23. Marks are to be deducted for misspelled words and for want of neatness as indicated in Section 6, (1) of the High School Regulations of 1911.

24. Each local High, School Entrance Board shall submit a report in two sections, the first giving the names of candidates who have obtained 40 per cent. of the marks in each subject and 60 per cent. of the aggregate marks; the second giving the names of others who have been recommended under Regulations 6, (2) and 7. This latter section shall contain a statement of the marks of the candidates listed therein, also the Board's reasons in detail for its recommendations. The report is to be sent by mail to the Department of Education at the earliest possible moment, and not later than July 6th.

25.—(a) If the members of the Entrance Board are themselves unable to overtake the work of examining the answer papers within the time specified they shall appoint qualified teachers [see High Schools Act. Sec. 46 (3) and Sec. 47 (1) (a)] to assist them so that the returns may not be delayed; but no others shall take part in the work of reading the answer papers except the additional examiners so appointed.

(*b*) The bag in which the question papers are shipped to the Presiding Officer, is to be returned to the Department (charges prepaid) *at the same time* as the reports are sent.

(*c*) The answer papers of candidates, unless when specially requested by the Minister, are not to be forwarded to the Department, but are to be retained by the Chairman until the 1st day of October, *after which no case is to be reconsidered.*

## JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION, 1912

### General Instructions

1. (1) High School Entrance Boards are reminded that the Junior Public School Graduation Diploma examination, wherever held, is to be conducted by them. As in the case of the Junior High School Entrance, they shall make all arrangements for the reading of the answer papers, the determining of the results, reporting to the Department, issuing certificates, and the payment of expenses. For this purpose each Board shall include members competent to examine in Art, Elementary Science, and Book-keeping. The Regulation governing this examination will be found on pages 25-27 of the Public School Regulations.

(2) Forms for the use of Public School Principals in making reports on the standing of candidates in accordance with Public School Regulation 19 (7) (*a*), should be provided by the Public School Inspector. These forms will not be supplied by the Department.

2. (1) The Junior Public School Graduation Diploma examination will be held for the first time in 1912, beginning on Monday, the 17th of June, at 8.45 a.m., and will be conducted under the provisions of Public School Regulation 19, subject to the Instructions herein contained.

(2) Candidates who purpose writing at this examination must notify the Public School Inspector before the 20th day of April.

**Duties of Inspectors**

3. The Inspector shall notify the Minister not later than the 24th day of April, on a form supplied by the Department, of the number and location of the Junior Graduation centres in his Inspectorate, the name and address of each Chief Presiding Officer, and of the number of pupils desiring to be examined at each of such centres. Where practicable the Chief Presiding Officer for this examination should be the same as for the Junior High School Entrance examination at the same centre.

**Duties of Boards**

4. As the examination in Oral Reading is to include questions on the principles and is to be conducted by a member of the High School Entrance Board selected thereby, it shall be the duty of the Board to see that a competent examiner is provided.

5. The Board shall make all arrangements for reading the answer papers, settling the results, reporting them to the Department *not later than July 8* on the form supplied, publishing the results, and issuing the Diplomas to the successful candidates. The Diplomas have been prepared by the Department of Education, and will be sent to the Secretary of the Board on receipt of its report on the successful candidates.

6. The Writing shall be judged, while the answer papers are being read, from the answer papers in one of the other subjects. This subject shall be determined by the High School Entrance Board, and shall not be communicated to the candidates.

7. The Board shall make all arrangements for collecting the fees of the candidates, in accordance with subsection 8 of P. S. Regulation 19.

8. It shall make all necessary arrangements for the payment of the expenses of the examination [see Reg. 19, (9)]. The additional presiding necessary shall be paid for at the regular rate of $5.00 per day for the chief presiding officer, and $4.00 per day for an assistant. For reading the answers the examiners shall be paid at the rate of $1.25 per candidate, and the secretary at the rate of 7c. per candidate.

9. The answer papers shall be retained in the possession of the Secretary of the Board until October 1st, after which date they may be destroyed.

**Duties of Presiding Officers**

10. The duties of the Presiding Officers shall be those prescribed in the case of the Junior High School Entrance examination, except that in the collection of fees he shall also be governed by Public School Regulation 19 (8).

**Duties of Candidates**

11. The duties of candidates shall be those prescribed in the case of the Junior High School Entrance examination.

**Time-Table, Junior High School Entrance**

*Wednesday, June 19th.*

P.M. 1.15— 1.30.....Reading Instructions (Circular 57).
1.30— 3.30.....Composition.
3.40— 4.25.....Spelling.

*Thursday, June 20th.*

A.M. 9.00—11.30.....Arithmetic.
P.M. 1.30— 3.30.....Reading (examination paper).

*Friday, June 21st.*

A.M. 9.00—11.00.....English Grammar.
11.10—12.00.....Writing.
P.M. 1.30— 3.30.....Geography.

NOTE.—Oral Reading may be taken either as provided in 22 (*b*) above, or at such hours as are convenient during the days of the examination.

## Time-Table, Junior Public School Graduation Diploma Examination

*Monday, June 17th.*

A.M. 9.00—11.30.....Elementary Science.
P.M. 1.30— 4.00.....British and Canadian History.

*Tuesday, June 18th.*

A.M. 9.00—11.30.....English Grammar.
P.M. 1.30— 4.00.....Art.

*Wednesday, June 19th.*

A.M. 9.00—11.30.....Algebra and Geometry.
P.M. 1.30— 4.00.....English Composition.

*Thursday, June 20th.*

A.M. 9.00—11.30.....Arithmetic.
P.M. 1.30— 4.00.....Literature.

*Friday, June 21st.*

A.M. 9.00—11.00.....Book-keeping.
11.10—12.00.....Spelling.
P.M. 1.30— 4.00.....Geography.

NOTE 1.—For the examination in Geometry candidates should provide themselves with a ruler showing millimetres and at least sixteenths of an inch, a pair of compasses, and a protractor. Rulers will also be required for the examination in Book-keeping.

NOTE 2.—For the examination in Art candidates should come supplied with pencils, erasers, pens, water-colours, and brushes. They will also need water-pans and a convenient supply of water.

NOTE 3.—The examination in Oral Reading may be taken either from 4 to 5 p.m. on any day of the examination or at such other times as will cause least inconvenience to the candidates. The examiner is reminded that the examination in Oral Reading shall include questions on the Principles based on the passages read. A maximum of 15 marks should be assigned to this. See Public School Regulation 19 (5) (*c*).

January, 1912.

## TEXTS FOR DEPARTMENTAL EXAMINATIONS, 1913

(Circular No. 58)

### I. The Junior High School Entrance Examination

#### Selections for Memorization

*Ontario Public School Reader, Book IV*

Hands All Round, p. 49; The Burial of Moses, p. 80; Ye Mariners of England, p. 154; The Harp that Once Through Tara's Halls, p. 174; On the Grasshopper and Cricket, p. 197; Rule Britannia, p. 202; My Native Land, p. 227; Dost Thou Look Back on What Hath Been, p. 289; To a Water Fowl, p. 377; Daffodils, p. 382; On His Blindness (Sonnet), p. 393; Recessional, p. 409.

*Canadian Roman Catholic Reader, Book IV*

The Maple, p. 11; Abou Ben Adhem and the Angel, p. 51; The Exile of Erin, p. 52; The Stream of Life, p. 84; The Song in Camp, p. 100; The Heritage, p. 150; Ye Mariners of England, p. 161; The Reaper, p. 183; A Day in June, p. 305; The Bells of Shandon, p. 330.

#### List of Books in English Literature

Of the following books at least four are to be read by candidates. The total number of pages in the four books selected shall be at least six hundred. Part shall be prose and part poetry.

Brown: Rab and His Friends, and Our Dogs.
Burroughs: Birds and Bees, Sharp Eyes.
Carroll: Alice in Wonderland, Through the Looking Glass.
Church: The Story of the Iliad, The Story of the Odyssey.
Cooper: The Last of the Mohicans.
Defoe: Robinson Crusoe.
De la Ramé: A Dog of Flanders.
Dickens: The Christmas Carol, The Cricket on the Hearth, The Chimes.
Eliot, George: Silas Marner, The Mill on the Floss.
Fitchett: Great Deeds on Land and Sea.
Goldsmith: The Vicar of Wakefield, The Traveller, The Deserted Village.
Hawthorne: The Wonder Book, The Tanglewood Tales, etc.
Hughes: Tom Brown's School Days.
Irving: Rip Van Winkle, Sleepy Hollow and Other Tales.
Keary: Heroes of Asgard (Scandinavian Myths).
Kingsley: The Heroes, The Water-Babies, Hereward the Wake.
Lamb: Tales from Shakespeare, Adventures of Ulysses.
Longfellow: Evangeline, Hiawatha, Shorter Poems.
Ruskin: The King of the Golden River.
Scott: The Lady of the Lake, The Lay of the Last Minstrel, Ivanhoe, The Talisman.
Shakespeare: The Merchant of Venice, Julius Caesar.
Stevenson: Treasure Island, Kidnapped.
Swift: Gulliver's Travels to Lilliput, to Brobdignag.
Wetherell: Poems of the Love of Country.

#### Editions

National Library.—Cassell & Co., Toronto.
(Cloth, 6¼ in. x 4¼ in., 15 cents.)
Dickens: The Cricket on the Hearth, 192 pp. A Christmas Carol and The Chimes, 192 pp.
Eliot, George: Silas Marner, 192 pp.
Goldsmith: The Vicar of Wakefield, 192 pp.
Scott: The Lady of the Lake, 191 pp. The Lay of the Last Minstrel, 192 pp.
Shakespeare: The Merchant of Venice, 192 pp. Julius Caesar, 192 pp.

People's Library.—Cassell & Co., Toronto.
(Cloth, 7⅜ in. x 4⅝ in., 25 cents.)
Cooper: The Last of the Mohicans, 382 pp.
Defoe: Robinson Crusoe, 486 pp.
Goldsmith: The Vicar of Wakefield and Poems, 289 pp.
Hughes: Tom Brown's School Days, 302 pp.
Kingsley: Hereward the Wake, 465 pp.
Lamb: Tales from Shakespeare, 318 pp.
Scott: Ivanhoe, 491 pp. The Talisman, 360 pp.
Stevenson: Treasure Island and Kidnapped, 378 pp.

Macmillan's Literature Series (Morang).—The Macmillan Co., of Canada, Ltd., Toronto.
(Limp Cloth, 6⅞ in. x 4⅝ in., 15 cents.)
Dickens: A Christmas Carol, 119 pp.
Dickens: The Cricket on the Hearth, 124 pp.
Hawthorne: The Wonder Book, 138 pp.
Hawthorne: Tanglewood Tales (complete), 202 pp.
Irving: Rip Van Winkle and other Essays, 115 pp.
Kingsley: The Heroes (complete), 155 pp.
Lamb: Seven Tales from Shakespeare, 123 pp.
Ruskin: King of the Golden River (paper), 64 pp., 10 cents.
Longfellow: Evangeline, 104 pp.
Scott: The Lady of the Lake, 123 pp.
Scott: The Lay of the Last Minstrel, 123 pp.
Shakespeare: Julius Caesar, 78 pp.
Shakespeare: The Merchant of Venice, 81 pp.
Wetherell: Poems of the Love of Country, 144 pp.

Macmillan's Pocket Classics.—The Macmillan Co. of Canada, Ltd., Toronto.
(Cloth, 5¾ in. x 4¼ in., 25 cents.)
Carroll: Alice in Wonderland, 175 pp.
Church: The Story of the Iliad, 221 pp. The Story of the Odyssey, 232 pp.
Cooper: The Last of the Mohicans, 451 pp.
Defoe: Robinson Crusoe (abridged), 219 pp.
Dickens: The Christmas Carol and The Cricket on the Hearth, 197 pp.
Eliot, George: Silas Marner, 204 pp.
Goldsmith: The Vicar of Wakefield, 203 pp.
Hawthorne: The Tanglewood Tales, 208 pp.
Keary: The Heroes of Asgard (Scandinavian Myths), 221 pp.
Kingsley: The Heroes, 251 pp.
Longfellow: The Courtship of Miles Standish and Minor Poems, 208 pp.
Scott: Ivanhoe, 480 pp. The Talisman, 325 pp. Lay of the Last Minstrel, 158 pp.
Stevenson: Treasure Island, 229 pp. Kidnapped, 245 pp.
Shakespeare: The Merchant of Venice, 233 pp. Julius Caesar, 243 pp.
Fitchett: Great Deeds on Land and Sea, 96 pp.
Carroll: Through the Looking Glass (Miniature Edition), 229 pp., 25 cents.
Kingsley: The Water-Babies (Shilling Classics), 330 pp., 25 cents. Hereward the Wake (Shilling Classics), 373 pp., 25 cents.

Eclectic English Classics.—The Macmillan Co. of Canada, Ltd., Toronto.
(Cloth, 6⅝ in. x 4⅝ in., 20 cents.)
Defoe: Robinson Crusoe, 256 pp.
Goldsmith: Vicar of Wakefield, 224 pp.
Eliot, George: Silas Marner, 220 pp.
Scott: Lady of the Lake, 199 pp.
Shakespeare: Julius Caesar, 125 pp.
Shakespeare: The Merchant of Venice, 112 pp.

Riverside Literature Series.—The Copp Clark Company, Ltd., Toronto.
(Stiff Paper, 6⅞ in. x 4½ in., 15 cents.)
Brown: Rab and His Friends and Our Dogs (Copp, Clark), 64 pp.
Burroughs: Birds and Bees, 88 pp. Sharp Eyes, etc., 96 pp.
Dickens: A Christmas Carol, 118 pp. The Cricket on the Hearth, 112 pp.
Goldsmith: The Traveller, The Deserted Village, and Other Poems, 96 pp.
Hawthorne: Tanglewood Tales, Part I, 112 pp.; Part II, 122 pp.
Hawthorne: Little Daffydowndilly and other Stories, 89 pp.
Hawthorne: Tales of the White Hills and Sketches, 96 pp.
Irving: Rip Van Winkle and Other Essays, 100 pp.

Lamb: Tales from Shakespeare, Part I, 98 pp.; Part II, 96 pp.; Part III, 112 pp.
Longfellow: Evangeline, 100 pp.
Ruskin: The King of the Golden River and other Wonder Stories, 98 pp.
Shakespeare: The Merchant of Venice, 116 pp.; Julius Caesar, 103 pp.
Eliot, George: Silas Marner, 238 pp., cloth, Cambridge Edition, 25 cents.

Blackie's English Texts (Rouse).—The Copp, Clark Co., Ltd., Toronto.
(Limp Cloth, 6½ in. x 4¼ in., 15 cents.)
Defoe: Robinson Crusoe (abridged), 127 pp.
Dickens: The Christmas Carol, 112 pp.
Hawthorne: The Tanglewood Tales, 120 pp.
Irving: Rip Van Winkle and other Sketches, 128 pp.
Kingsley: The Water-Babies, 128 pp. The Heroes, 132 pp.
Lamb: The Adventures of Ulysses, 112 pp.
Swift: Gulliver's Travels to Lilliput and Brobdignag, 125 pp.

Nelson's Short Studies in English Literature.—The Copp, Clark Co., Ltd., Toronto.
(Cloth, 4½ in. x 6⅞ in., 15 cents.)
Irving: Sleepy Hollow and other Tales, 100 pp.
Lamb: Tales from Shakespeare—The Tragedies, 100 pp.
Lamb: Tales from Shakespeare—The Comedies, 96 pp.
Longfellow: Evangeline, 94 pp. Shorter Poems, 100 pp.
Shakespeare: The Merchant of Venice, 97 pp.

Nelson's Sixpenny Classics.—The Copp, Clark Co., Ltd., Toronto.
(Cloth, 6⅜ in. x 4¼ in., complete, 15 cents.)
Cooper: The Last of the Mohicans.
Defoe: Robinson Crusoe.
Eliot: Silas Marner. The Mill on the Floss.
Goldsmith: The Vicar of Wakefield.
Hughes: Tom Brown's School Days.
Lamb: Tales from Shakespeare.
Scott: Ivanhoe. The Talisman.

Everyman's Library.
(Cloth, 7 in. x 4½ in., 25 cents.)
Defoe: Robinson Crusoe, 453 pp.
Eliot, George: Silas Marner, 262 pp. The Mill on the Floss, 492 pp.
Goldsmith: The Vicar of Wakefield, 222 pp.
Hawthorne: A Wonder Book and Tanglewood Tales, 404 pp.
Hughes: Tom Brown's School Days, 336 pp.
Kingsley: The Water-Babies and Glaucus, 310 pp.
Lamb: Tales from Shakespeare (complete), 327 pp.
Scott: Ivanhoe, 518 pp.

Classic Library.—McClelland & Goodchild, Toronto.
(Stiff Paper, 6¼ in. x 4⅜ in., 15 cents.)
Defoe: Robinson Crusoe, 192 pp.
Dickens: A Christmas Carol, 155 pp. The Cricket on the Hearth, 128 pp.
Eliot, George: Silas Marner, 267 pp.
Goldsmith: The Vicar of Wakefield, 247 pp.
Lamb: Tales from Shakespeare, Vol. I., 223 pp. Vol. II., 233 pp.
Longfellow: Evangeline, 126 pp.
Scott: The Lady of the Lake, 204 pp. The Lay of the Last Minstrel, 155 pp.
Shakespeare: The Merchant of Venice, 154 pp. Julius Caesar, 112 pp.
Swift: Gulliver's Travels to Lilliput, 108 pp. Gulliver's Travels to Brobdignag, 108 pp.

Little Classic Series.—McClelland & Goodchild, Toronto.
(Stiff Paper, 6¾ in. x 4¾ in.)

De la Ramé: A Dog of Flanders, 63 pp., 12 cents.
Dickens: A Christmas Carol, 101 pp., 10 cents.
Irving: Selections, 162 pp., 12 cents.
Longfellow: Hiawatha, 194 pp., 10 cents.
Shakespeare: Julius Caesar, 109 pp., 10 cents.
Shakespeare: The Merchant of Venice, 105 pp., 10 cents.
Scott: The Lay of the Last Minstrel, 165 pp., 12 cents.

English Classic Series—The Educational Publishing Co., Ltd., Toronto,
(Stiff Paper, 6½ x 4½ in., 10 cents.)
Goldsmith: The Deserted Village, 38 pp.
Irving: Rip Van Winkle, 48 pp.
Longfellow: The Courtship of Miles Standish, 96 pp.
Shakespeare: The Merchant of Venice, 92 pp.

### Examinations

Hereafter, besides questions on sight passages, the examination paper in Reading at the Junior High School Entrance Examination will contain questions on a passage or passages from the Fourth Reader authorized by the Course of Study for the Public or the Separate Schools.

## II. Junior and Senior Public School Diplomas, the Senior High School Entrance and Entrance into the Model Schools

### Selections for Memorization

*The High School Reader, (New Edition.)*

The Well of St. Keyne, p. 43; The Soldier's Dream, p. 58; On His Blindness, p. 80; Home they Brought Her Warrior Dead, p. 107; The Return of the Swallows, p. 111; Rosabelle, p. 166; A Wood Lyric, p. 191; To-night, p. 193; The Revenge, p. 234.

### List of Books in English Literature

Of the following books at least four are to be read by candidates. The total number of pages in the four books selected shall be at least seven hundred. Part shall be prose and part poetry. Where the Principal desires to substitute other books for those on this list he shall submit to the Inspector concerned, for his approval, the names of those he proposes.

Aytoun: Lays of Scottish Cavaliers.
Blackmore: Lorna Doone.
Buckley: The Fairyland of Science.
Bullen: The Cruise of the Cachalot.
Burroughs: Pepacton. Wake Robin. Winter Sunshine.
Butler: The Wild North Land. Red Cloud.
Byron: Childe Harold—Cantos III and IV.
Chronicles of Canada Series: Wolfe. Montcalm. Brock.
Church: Story of the Iliad. Story of the Odyssey.
Cooper: The Last of the Mohicans.
Dana: Two Years before the Mast.
Dickens: David Copperfield. Oliver Twist. Old Curiosity Shop.
Eliot: Silas Marner. The Mill on the Floss.
Fitchett: Deeds that Won the Empire. Fights for the Flag.
Gaskell: Cranford.
Goldsmith: The Deserted Village. The Traveller. The Vicar of Wakefield.
Hawthorne: A Wonder Book.
Hughes: Tom Brown's School Days.
Irving: Life of Columbus.
Keary: Heroes of Asgard.
Kingsley: The Water-Babies. The Heroes. Hereward the Wake.
Kipling: The First Jungle Book. Captains Courageous. Puck of Pook's Hill.
Lamb: Tales from Shakespeare.
Lanier: The Boys' King Arthur.
Long: Wilderness Ways. Ways of the Wood Folk.
Longfellow: Evangeline. Tales of a Wayside Inn.
Lyall: In the Golden Days.
Lytton: The Last Days of Pompeii. The Last of the Barons.
Machar and Marquis: Stories of New France.

Parker: The Seats of the Mighty.
Peabody: Old Greek Stories Told Anew.
Roberts: Watchers of the Trail. The Kindred of the Wild.
Scott: The Lady of the Lake. The Lay of the Last Minstrel. Tales of a Grandfather. Ivanhoe. The Talisman. Kenilworth. Quentin Durward.
Shakespeare: The Merchant of Venice. Macbeth.
Southey: Life of Nelson.
Stevenson: Treasure Island. Kidnapped.
Tennyson: Idylls of the King—Gareth and Lynette. Geraint and Enid. The Passing of Arthur.
Thompson-Seton: Lives of the Hunted.
Wetherell: Poems of the Love of Country.
Whittier: Snowbound.

Inexpensive editions of these books may be obtained from the local booksellers, from the publishers named, or from other publishers.

#### Examinations

Hereafter, besides questions on sight passages, the examination paper in Literature for the Junior and the Senior Public School Diploma, the Senior High School Entrance, and Entrance into the Model Schools will contain questions on a passage or passages from the following:

(1) *Macaulay,* Horatius, The Battle of Lake Regillus. (From "Lays of Ancient Rome").
*Lowell,* The Vision of Sir Launfal.
*Arnold,* Sohrab and Rustum.
*Longfellow,* The Courtship of Miles Standish.
*Moore,* The Meeting of the Waters.
*Scott,* Jock of Hazeldean.
*Scott,* Alice Brand.
*Bret Harte,* Dickens in Camp.
*Aytoun,* The Island of the Scots.
*Longfellow,* The Builders.
*Wordsworth,* The Solitary Reaper.
*Holland,* Gradatim.
*Wordsworth,* "It is not to be thought of that the Flood."
*E. B. Browning,* A Musical Instrument.
(2) *Shakespeare,* Julius Caesar.
(3) *Irving,* The Legend of Sleepy Hollow; Rip Van Winkle.

### III. Middle School Examination for Entrance into the Normal School

ENGLISH: *Tennyson,* The Lotus Eaters, Ulysses, "You ask me why," "Of old sat Freedom," "Love thou thy land," "Locksley Hall," "Tears, idle tears," and the six interlude songs from The Princess, the Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden; *Shakespeare,* Julius Cæsar.

LATIN: *Caesar,* De Bello Gallico, Book IV, chaps. 20-38, and Book V, chaps. 1-23; *Virgil,* Æneid, Book II, vv. 1-505.

### IV. Upper School Examination for Entrance into the Faculties of Education

#### A

ENGLISH: *Tennyson,* The Lotus Eaters, Ulysses, "You ask me, why," "Of old sat Freedom," "Love thou thy land," "Locksley Hall," "Tears, idle tears," and

the six interlude songs from The Princess, The Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden; *Shakespeare,* Julius Cæsar. Midsummer Night's Dream.

*Latin; *Caesar,* De Bello, Gallico, Book 1; *Horace,* Odes. Book I, 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38; Book II, 3, 10, 14, 15. 16, 18: Book III, 1, 2, 3, 4, 5, 13, 21, 23, 24, 25, 29, 30; Book IV, 2, 4, 5, 7, 15.

*Virgil,* Æneid, Book I, vv. 1-510, or Book II, vv. 1-505, or Georgics, Book IV; *Cicero,* Pro Lege Manilia.

*Note:—The continuous passages of English for translation into Latin will be based on Cæsar.

Greek: *Xenophon,* Hellenica (Philpotts' Selections, sections I and II); *Homer,* Iliad I, 1-350; III, 121-244; VI, 66-118, and 237 to the end; Odyssey VI and IX.

French:—*Souvestre,* Un Philosophe sous lest Toits; *Feuillet,* La Fée.

German:—*Isolde Kurz,* Die Humanisten; *Fulda,* Unter vier Augen; *Benedix,* Der Prozess; German Poems, edited by Burkhard (Henry Holt and Co.)

B

For candidates who substitute for the course prescribed in Latin the special courses in English Literature and the History of the English Language and Literature under the provisions of High School Regulations, 1911, page 57, sec. 8 (2) (*a*), the following texts and courses are prescribed:

1. *Chaucer*:—The Prologue; *Spenser*:—The Faerie Queene—Book I; *Milton*:—Paradise Lost—Book I; L'Allegro and Il Penseroso; *Pope*:—The Rape of the Lock, The Prologue to the Satires; *Goldsmith*:—The Traveller, The Deserted Village; *Wordsworth*:—Ode on Imitations of Immortality, The Reverie of Poor Susan, Lucy Gray, Hart-leap Well, Lines composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited; *Tennyson*:—In Memoriam (one paper).

2.—(1) A Brief History of the English Language—By O. F. Emerson (The Macmillan Co.).

(2) The History of English Literature as developed in the lives of the following in *The English Men of Letters Series*: Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).

September, 1912.

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## LOGARITHMIC AND TRIGONOMETRIC TABLES FOR USE AT DEPARTMENTAL EXAMINATIONS

(Exam. Form No. 65)

In future, Logarithmic and Trigonometric Tables necessary for the solution of the problems in Trigonometry, etc., will not be printed on the examination papers. High School Boards are, accordingly, requested to supply their libraries with a sufficient number of books of tables to allow each candidate writing on the Upper School examinations to have the use of a copy during the examinations in mathematics.

Five-figure tables are sufficient for the work required at the examinations.

The Associate Examiners at the Departmental examination last summer recommend any of the following books as suitable:

Logarithmic and Trigonometric Tables. J. B. Dale. Pub. by Edward Arnold. Price, 2 shillings net.

Five-place Logarithmic and Trigonometric Tables. Wentworth & Hill. Pub. by Ginn & Co. Price, 50 cents.

Five-figure Logarithmic and Other Tables. Frank Castle. Pub. by Macmillan & Co. Price, 1 shilling.

November 15, 1912.

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## DUTIES OF THE REGISTRAR WITH RESPECT TO EXAMINATIONS

(Instructions No. 7)

1. The Registrar of the Department of Education shall preside, as Chairman, at all meetings of the Boards of Examiners, or of any committee thereof, and shall furnish all necessary information. All cases of dispute at meetings of the Boards or Committees shall be settled by a majority of the Examiners-in-chief. In case of a tie the Chairman shall have the casting vote.

2. During the reading of the answer papers the Registrar shall see that the instructions to Associate Examiners hereinafter outlined are observed. He shall assign a pseudonym to each Associate Examiner and shall have power, in case of necessity, to transfer Associate Examiners from one section to another.

3. As far as practicable he shall disclose to no one the name of any candidate or of his examination centre.

4. He shall exercise a general supervision over the printing and distribution of the question papers, and over the sorting, numbering, and otherwise preparing the envelopes containing the answers, so that the answers may be conveniently read by the Examiners-in-chief and the Associate Examiners. He shall have charge of the reading of the answer papers, and, after the reading, he shall superintend the entering of the marks in the books by the clerks of the Department and the preparation of the results so that they may clearly indicate the subjects in which candidates have passed or failed.

5. He shall take the necessary steps in order that appeals may be read as speedily as possible.

### Duties of Examiners-in-Chief

6. Each Examiner-in-chief shall be required to discharge all duties pertaining to his office, and no duty which an Examiner-in-chief is appointed to perform shall be delegated to another Examiner-in-chief without the approval of the Minister or the University Matriculation Board, as the case may be. Each Examiner-in-chief shall prepare the examination papers assigned to him within the limits of the courses of study for which they are prescribed, and of the authorized text-books.

7. The papers set for the examinations for entrance into the Faculties of Education, the Normal Schools, and the Model Schools, shall be prepared in accordance with the requirements of candidates desiring to become teachers.

8. The Examiners-in-chief are directed to take care that changes in the general character or style of the questions in any subject, are introduced judiciously and gradually, in order that there may be no sudden breaches of continuity in the character of the papers.

9. In the prose composition papers in Classics and Modern Languages the vocabulary and idioms required shall be such as are found in the prescribed authors and text-books.

10. Each paper in a department shall be signed by the Examiner-in-chief in that department, and shall be approved by the Board of Examiners at a meeting held for the purpose before it is submitted to the Registrar to be printed for distribution to the examination centres.

11. The Examiners-in-chief shall be present at the beginning of the reading of the answer papers. Each Examiner-in-chief shall discuss with the Associate Examiners in his section the character of the answers required by the questions, and especially the value of incomplete or imperfect answers, so as to insure, as far as possible, uniform marking. In cases of differences of opinion on any point the decision of the Examiner-in-chief shall be final; and *without the consent of the Examiner-in-chief concerned, no Associate Examiner shall set aside any part of the agreement made as the result of this discussion.* Any additional necessary allowance shall be made by the Revising Committee on the report of the chairman of the section through the Registrar, but no such allowance shall be made without the consent of the Minister or of the University Matriculation Board, as the case may be.

12. Such of the Examiners-in-chief as may be appointed a Revising Committee shall duly consider and report upon all doubtful and special cases. They shall also decide the cases, if any, in which the answer papers shall be re-read by the Examiners-in-chief. Before the results of the examination are published the report of the Revising Committee thereon shall have the approval of the Minister or of the University Matriculation Board, as the case may be.

13. With such assistants as may be appointed for that purpose, the Examiners-in-chief shall re-read at the Department the papers of all Normal Entrance and Faculty Entrance candidates who fail by not more than a reasonable margin in any way. They shall also read the appeals and make, through the Revising Committee, such reports as are provided for in 12 above.

14. The Examiners-in-chief shall report, through the Registrar, to the Minister and to the University Matriculation Board the pseudonyms of all Associate Examiners whose work appears to have been performed with carelessness or incapacity, or who have shown any substantial disregard of their instructions.

### Duties of Associate Examiners

15. The Associate Examiners shall be classified into sections according to the subjects of examination, and a chairman shall be appointed in each section by the Registrar. The Chairman of each section shall have a general oversight of the work done in his section, and shall see that the regulations are carried out *and that the marking is uniform.* He shall also report to the Revising Committee, through the Registrar, any matters that require its attention, but such report shall have first been submitted to the Examiner-in-chief.

16. An Associate Examiner shall not have in hand more than ten papers at one time, nor shall he have more than one envelope open upon his table at one time, and he shall return each examination book to its proper envelope. As soon

as an examination book is removed from its envelope the candidate's number shall be placed on the front page of the book. *The envelopes, with their enclosures, must be returned in the numerical order in which they are received.* In cases of suspected copying, the Associate Examiner shall note on the face of the envelope, "Copying, see No....., question .....," and through the chairman of the section report the case at once to the Registrar. In such cases the Associate Examiner and the chairman of the section shall make a detailed report of the grounds of suspicion, when so requested by the Registrar.

17. In the case of the papers in *English Grammar, Literature,* and *Composition,* one mark shall be deducted for each mis-spelt word and one mark for each instance of incorrect English. At all examinations in Arithmetic, either arithmetical or algebraical solutions shall be accepted.

18. In reading the answer papers each Associate Examiner shall mark distinctly in the left hand margin the value assigned by him to each answer or partial answer, and shall place the total on each page at the foot of the margin and enter this total at the top of the next page; he shall place the result on the face of the envelope, indicating in the case of the papers in English Grammar, Literature, and Composition, the deduction for mis-spelt words and incorrect English thereon, thus, *e.g.,* Grammar, 80—2 sp.—4 f. s. = 74. He shall also sign his pseudonym on the envelope of each examination book examined.

19. Associate Examiners shall be in their respective places so that the reading may commence promptly at the time specified, viz., 9 a.m. and 2 p.m., and no Associate Examiner shall stop work before the hours of closing, viz., 12 noon and 5 p.m., without reporting to the chairman of the section and obtaining his consent.

20. Associate Examiners shall refrain from all unnecessary conversation or other causes of disturbance and shall devote themselves strictly to the work of the examination; they shall keep a record of the number of papers read each day and shall report the results of their work to the chairmen of their respective sections. In no case shall any record of the candidates' numbers or of the marks assigned be taken outside the examination room.

21. *Associate Examiners shall not at any time enter the rooms of other sections unless when it is necessary to do so in entering or leaving their own rooms, or when the sanction of the Registrar has been obtained.*

22. *The work is confidential throughout.* Should the identity of an examination centre or of any particular candidate be discovered by an Associate Examiner, he shall report the fact without delay to the Registrar, who shall change the Associate Examiner, or make such other arrangements as he may deem expedient.

23. The instructions herein contained, so far as they relate to the examinations of the Department of Education and to matriculation into the University, shall be subject to amendment from time to time with the approval of the Minister and of the University Matriculation Board respectively.

June, 1912.

## ANNUAL DEPARTMENTAL EXAMINATIONS

(Instructions No. 5)

### Instructions to Presiding Officers

Presiding Officers are requested to peruse carefully the following instructions and see that they are fully carried out:—

1. Each Inspector, or such other person as may be appointed a Presiding Officer by the Minister, shall receive from the Department or the Inspector the examination papers, and shall thereupon be responsible for the safe-keeping of the bag and its contents until the examination is concluded.

2. On the receipt of the bag containing the question papers the Presiding Officer will see that *the seal is intact.* The bag can be opened by cutting the cord, and when opened, the names and numbers of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, *telegraph the Department at once.*

3. The Presiding Officer will satisfy himself that all necessary arrangements are made by the School Board in due time for the examination. If the trustees have not placed a clock in each room used for examination purposes, the Presiding Officer shall have power to hire the use of one for each room during the time required for the examination, and charge the same as part of the expenses of the examination.

4. The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who, through some oversight, did not send their applications to the Inspector. The names of such candidates are to be entered in the Supplementary List (Form No. 181), specially provided, with such information as is required of the other candidates. This list and the required part of the fee, with one dollar additional as provided, shall be sent by the Presiding Officer to the Department. The remainder of the fee shall be sent to the Board that bears the expenses of the examination.

5. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged in writing, and he *shall not give his attention to any work other* than that which pertains to his duties as Presiding Officer. He shall take all necessary care to *render it impossible for the instructions to candidates to be violated without his knowledge.* This instruction (5) is to be observed, *however small may be the number of candidates.*

6. In the examination room candidates, whether writing on the same subject or on different subjects, shall be seated at least five feet apart. All diagrams or maps having reference to the subject of examination shall be removed from the room, and books, papers, etc., removed from the desks: all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at least *five minutes* before each other subject is begun.

7. The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, and the authorized examination books. Each candidate will receive *one* examination-book, *one* sheet of squared paper (when necessary), and *one* answer-envelope at the *beginning of each examination period* and other books as required during said period. No paper other than those mentioned herein shall be distributed to the candidates, and no paper, examination-book or other book shall be brought into the room by any candidate. (The Presiding Officer's attention

is called to the instructions as to the use of the examination-books on the first page thereof.)

8. In order to facilitate the answering of questions on the papers in Mathematics which may require the drawing of graphs, candidates at such examinations shall be provided with sheets of squared paper.

9. The Presiding Officer will hand out one sheet of squared paper with each question paper requiring its use. Additional sheets may be given, one at a time, to candidates as required. Great care must be taken in accounting for all sheets distributed.

10. The Presiding Officer will require each candidate to attach each sheet, as soon as received, to the top of one of the pages of his examination book. A gummed margin has been provided for this purpose at the top of the reverse side of the sheet.

11. *No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination;* and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than *twenty-five* candidates. *No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.*

12. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. Great care should be taken in distributing the proper number and kind of envelopes and examination-books and in accounting for such envelopes and examination-books as have been distributed. [Also see (3) (*a*) page 9.]

13. *Punctually* at the time appointed for the commencement of each examination the Presiding Officer shall, in the examination-room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelope containing the question papers, and give them to the assistant officers and to the candidates. The papers of only the subject or subjects required shall be opened at one time. Until the examination in the subject is over, no examination papers other than those which the candidates receive shall be taken out of the room.

14. *Punctually* at the expiration of the time allowed the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer papers immediately, duly fastened in the envelopes.

15. The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects), and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name), he shall check the same by entering the figure "I" opposite the name of the candidate. The Presiding Officer will enter the names of the candidates on the tally-list *in the same order as found on the official list of candidates* (Form 44 or 44A). The names of extra candidates are to be added after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer-envelopes to be opened, and he shall be responsible for their safekeeping until transmitted to the Department. The answer-papers as well as the question-papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

16. Oral Reading is prescribed for each of the following examinations:—Senior High School Entrance, Senior Public School Graduation, Model Entrance, and the Lower School examination for entrance into the Normal Schools and Faculties of Education. The Presiding Officer is required to test the candidate's knowledge of the principles by questions based on the passage or passages read as well as his ability to read intelligently and intelligibly. The maximum value to be assigned is 50 marks, which is to be apportioned as follows:—Reading, 35; questions on the principles, 15. The Form for reporting the marks assigned in Reading will be found in the envelope with the question papers. The examination may be conducted at the times suggested on the time-table or at such other times as will cause the least inconvenience to the candidates. It is essential that the Inspector should nominate as Presiding Officers teachers who will be competent to conduct the examination in Oral Reading. In notifying them of their appointment the Inspector should bring to their attention the necessity of fully preparing themselves in advance for the proper conduct of the examination.

17. For special instructions regarding the examinations in Biology, etc., see the circular (Instructions No. 6) which is forwarded to each Presiding Officer prior to the examination.

## Instructions to Candidates

**(To be read to candidates as indicated on time-table)**

1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.

2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly-admitted candidate and other candidates.

3. A candidate shall not leave the room within *one hour* after the distribution of the examination papers in any subject; and, if he then leave, he shall not be permitted to return during the examination on such subject.

4. Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below, or on the first page of the examination book; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make signs to another candidate: *should he leave his answers so exposed that any candidate may copy from him;* should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled, and he will be debarred from presenting himself at any Departmental examinations for two years. Should the Presiding

Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room; he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.

5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination-book. If he write his name or any distinguishing mark on his examination-book, or if he tear any paper from this book, or if he insert in this book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination may be cancelled.

6. The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination-book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of examination only, and, on the slip provided, his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. Scholarship candidates should designate their answers, and also the envelopes containing their answers, "Pass" or "Honour," according to the papers taken.

Every candidate competing for a scholarship who also desires standing for Entrance into the Faculties of Education must write upon all the subjects of this Entrance course which are not included in his scholarship examination. He must place the answers in his scholarship subjects in the scholarship (red) envelopes, and the answers in the Entrance subjects in regular Entrance envelopes.

7. Candidates for the examinations for Entrance into the Normal Schools or the Faculties of Education who take extra Matriculation papers for the *purpose of Matriculation standing,* should place the answers to such extra papers in Matriculation envelopes and the Presiding Officer shall enter their names (if this has not already been done) on the matriculation tally-list. If their names are not entered on the official name list (Form 44) the additional Matriculation fee of $3.00 should be collected from them. Such extra matriculation answer papers are to be forwarded to the Department along with the answers of the regular matriculation candidates.

8. Normal Entrance papers will not be accepted for Matriculation purposes except in the case of a candidate who writes on the full Normal Entrance examination and on the additional language papers necessary to complete Matriculation.

9. Candidates are also reminded that the Presiding Officer is not allowed to make *any explanation* or other statement regarding the probable meaning of any question or to *give any advice* as to what question should be answered by the candidates or how any question should be answered.

Should an error appear to have been made in any question, *no attention* shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

10. In case of the illness of any candidate affecting his examination, the Presiding Officer should report full particulars to the Department *immediately at the close of the examination,* and his report should be accompanied by a *medical certificate,* stating precisely the nature of the illness and the time and duration of its occurrence. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered by the Board of Examiners when determining the results of the examination.

To be read to candidates by the Principal previous to the examination.

11. Candidates should see that they use the correct answer envelopes, as follows:—

(*a*) Senior High School Entrance and Senior Public School Graduation candidates use the white envelopes designated (in green ink) "Senior High School Entrance examination" and "Senior Public School Graduation examination" respectively.

(*b*) Lower School examination candidates use the manilla envelopes designated (in purple ink), "Lower School examination for Entrance into Normal Schools and Faculties of Education."

(*c*) Model School Entrance candidates use the manilla envelopes designated (in green ink), "Entrance into Model Schools."

(*d*) Normal School Entrance candidates use the manilla envelopes designated (in red ink), "Middle School examination for Entrance into the Normal Schools."

(*e*) Faculty Entrance candidates use the manilla envelopes designated (in black ink), "Examination for Entrance into the Faculties of Education."

(*f*) Pass (junior) Matriculants use the white envelopes designated (in red ink), "Junior Matriculation."

(*g*) Honour (senior) Matriculants use the white envelopes designated (in black ink), "Honour Matriculation."

(*h*) Scholarship candidates use the red envelopes designated "Matriculation Examination (Scholarship)" for all their matriculation papers, whether pass or honour.

(*i*) Candidates for more than one of the above examinations will place their answers for the different examinations in the respective envelopes as indicated above.

12. Scholarship candidates who desire standing for Entrance into the Faculties of Education should not make application therefor until after the scholarship results are made known.

13. The Department does not furnish statements of the matriculation standing obtained by scholarship candidates, either for *pass* or *honours.*

14. As certificates for Entrance into the Normal Schools or into the Faculties of Education are accepted *pro tanto* for matriculation purposes, matriculation certificates covering the subjects included in the former certificates are not issued except in the case of candidates who write on the full Normal Entrance examination, and on the additional language papers necessary to complete matriculation.

15. The answer papers of all candidates are read carefully by boards of Associate Examiners selected from the successful teachers of the Province. All papers on a subject are valued according to a uniform scale of marks decided upon by the Examiner-in-chief in consultation with the section of Associate Examiners in charge of that subject. Every paper which is valued near the pass mark by an Associate Examiner is re-read by the chairman of the section.

After the results are made up from the marks thus assigned, the papers of all candidates for Model, Normal and Faculty Entrance examinations who fail by not more than a reasonable margin in any way, are immediately re-read by the Examiners-in-chief. Candidates who still fail in this supplementary reading are sent statements of marks endorsed with the word "Re-read." No further appeal is allowed in such cases.

In addition to the precautions outlined above, the addition and transferring of marks is carefully checked on all answer papers by a competent staff of clerks.

No appeal is allowed against scholarship awards.

In all other cases of failure where the statements of marks are not endorsed as "Re-read," an appeal is allowed if desired. In view of all the precautions taken, however, an appeal on any of the Entrance examinations would seem to be useless.

16. Pupils making appeals must state where they wrote and the examination attempted. Principals sending in appeals in behalf of students should make *each appeal on a separate sheet of paper.* The fee is $2, which is refunded if the appeal is sustained.

17. Any candidate who is prevented from attending the examination for which he applied may have his fee returned by applying to the School Board or other body that bears the expense of the examination for that part which it receives and to the Department for that part which it receives.

18. Candidates who do not make application until after the date prescribed shall be charged $1 extra.

### Making Reports and Returning Answers to the Department

1. The Presiding Officer shall report to the Department at the close of the examination in the "remarks" column of the Diagram Blank (Form 292) any particulars in which the instructions, etc., were not observed, and he shall mention any facts regarding the examination that he deems expedient to have brought before the Boards of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.

2. The Presiding Officer, as part of his report to the Department, shall send a diagram of *each room* on the forms provided (Form 292), showing the position occupied by each candidate and Assistant Presiding Officer during the examination. *Candidates shall not be permitted to change positions.*

3—(*a*) The Presiding Officer shall not arrange the answer-papers according to subjects, but shall arrange them so that all the answers of each candidate for examination shall be sent together [except as specified in (*b*)] and in the order in which their names appear on the list of candidates for the examination. (Form 44 or 44A.) To facilitate this, elastic bands have been supplied, one for each candidate's set of answers.

(*b*) Where a candidate takes papers belonging to different examinations, such papers are to be divided according to the examinations taken and each parcel sent with those of the other candidates for these examinations, except that all the pass and honour matriculation answer-papers written by a *scholarship candidate* should be placed in red envelopes and returned in one parcel at the close of the Scholarship examination, and such papers should be checked upon the scholarship tally-list.

4. The prompt return of the answers to the Department at the close of the respective examinations is essential, and may be greatly facilitated if the answers are sorted at the close of each day's examination. All diagrams and reports (*except the tally-list*) should be forwarded to the Department *by post* on the respective days that the answers are forwarded. The tally-list of each examination must be returned in its respective bag with the candidates' answer-envelopes.

5. The answers of the candidates taking (*a*) the Lower School examination for Entrance into the Normal Schools and the Faculties of Education, (*b*) the examination for Entrance into the Model Schools, (*c*) the Senior High School Entrance examination, and (*d*) the Senior Public School Graduation examination, together with the corresponding tally-lists, shall be returned securely tied, at the close of these examinations, in one of the bags provided.

6. The answers of the candidates for the examinations for (*a*) Entrance into the Normal Schools, (*b*) Junior Matriculation, (*c*) Entrance into the Faculties of Education, (*d*) Honour Matriculation, and (*e*) Scholarships, together with the corresponding tally-lists, shall be returned in separate parcels, securely tied, at the close of these examinations, in one of the bags provided.

7. (*a*) Each bag shall be so folded and tied that the words, "The property of the Department of Education" will be outwards. The shipping tag should be securely attached to the strap on each bag.

(*b*) All the express charges must be prepaid, and no commercial value should be placed upon the bags and contents.

(*c*) All surplus examination papers may be given at the close of the examination to the Principal of the school.

(*d*) All surplus answer-envelopes and name slips should be returned to the Department in one of the bags containing candidates' answers.

### Expenses of the Examination

The Treasurer of the High School Board or of the Public School Board of the school where the examination is held shall pay, on the certificate of the Public School Inspector, all the expenses of the examination, which shall include the following:

1. For preparing the list of candidates the Inspector shall be entitled to the remuneration of $2.00, providing that the number of the candidates writing does not exceed twenty. For each additional twenty candidates or fraction of that number the Inspector shall be entitled to an additional dollar. It is to be understood that the number of applications received, and not the examinations on which candidates write, will determine the amount paid for this service.

2. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to $5.00 a day and return railway fare or the ordinary cost of conveyance.

3. For meeting the incidental expenses of the examination, the cost of stationery, etc., and the payments for any additional services required during the examination.

### General Information and Instructions

1. The examination fees are: Senior High School Entrance, $5; Senior Public School Graduation, $5; Lower School examination for Entrance into Normal Schools and Faculties of Education, $3; Entrance into the Model Schools, $5; Entrance into the Normal Schools, $5; Entrance into the Faculties of Education,

Part I and Part II, each $5, taken together, $8; if this examination be divided, as provided in the High School Regulations of 1911, page 57, Sec. 8 (2), $3 for each part, three or four parts, $8; Junior Matriculation, $8, not more than four papers, $3, more than four papers, $8. Honour or Scholarship Matriculation, not more than four papers, $5, more than four papers, $10. If the fees for the examination which a candidate desires to take amount to more than $10, only $10 will be required.

Attention is directed to the scale of fees to be paid by candidates. When the fee is $10, $8, $6, $5 or $3 the amount to be sent to the Department is $6, $5, $4, $3 or $2 respectively. The remainder of the fees received is to be forwarded to the School Board or other body that bears the expenses of the examination.

NOTE.—The Inspector is requested to forward the fees due the Department per bank draft or money order. Cheques should not be forwarded.

2. Applications will not be received by the Inspector after the prescribed day, and candidates are reminded that they should in no case forward their applications to the Department. If the candidate should, through an oversight, neglect to have his application duly sent to the Inspector, he may present himself at the examination, when the Presiding Officer is at liberty to admit him, provided there is the necessary accommodation, and that a sufficient number of question-papers has been forwarded. An additional fee of $1 will be exacted by the Presiding Officer from a candidate who presents himself in this way.

January, 1912.

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## TEACHERS' INSTITUTES

(Circular No. 12)

### I. Statutory Provisions

(*Section 87 of the Public Schools Act as Amended in* 1912.)

1. Subject to the Regulations, teachers may organize themselves into Teachers' Institutes for the purpose of receiving instruction in methods of teaching and for discussing educational methods.

2. The Minister may out of any moneys appropriated for that purpose apportion $25 to each Teachers' Institute so organized and conducted according to the Regulations, where the number of teachers in the Inspectorate or united Inspectorate is 100 or less, and where it is more than 100, $25 for each additional 100 or portion thereof, and the council of each county, city, or separated town, or town in territory without county organization, shall pay annually to the president of each Teachers' Institute established within such county, city, or town, a sum at least equal to the amount so apportioned.

If the teachers in an inspectorate composed of a city and part of a county, are united in one Teachers' Institute, the corporation of each municipality shall pay its share of the legislative grant in the proportion that the number of teachers in each inspectorate bears to the total number of teachers in the combined inspectorates.

3. In territory without county organization, the Minister may apportion $50 to each Teachers' Institute where there is no city or town council liable for such contribution.

### II. Departmental Regulations

1. On the report of the Inspector or the Inspectors, as the case may be, and with the approval of the Minister of Education:—

(1) The teachers of an Inspectorate may organize themselves into one or more Institutes; and

(2) The teachers of two or more Inspectorates may organize themselves into one Institute.

2.—(1) The officers of an Institute shall be a President, a Vice-President, a Treasurer and a Secretary or a Secretary-Treasurer, and when necessary a Librarian.

(2) The President, the Vice-President, the immediate Past-President, and the Inspector or Inspectors, as the case may be, together with not more than six other members to be chosen annually in whatever manner the members of the Institute may decide, shall constitute the Executive Committee.

(3) In addition to the powers and duties assigned herewith to the Executive Committee it shall have such other powers and perform such other duties as the Institute may assign to it.

(4) The Institute may also appoint committees for special purposes.

3.—(1) Each Institute shall hold at least one annual meeting on a Thursday and a Friday at a centre to be determined by the Executive Committee. When a lecturer is provided by the Department of Education, the latter will fix the dates of the meetings. In other cases they shall be fixed by the Executive Committee of the Institute.

(2) Each Institute shall hold two day sessions each day and one evening session, the length of each to be determined by the Executive Committee.

(3) Additional evening meetings and, when permitted by the Board of School Trustees concerned, additional day meetings on school days may also be held throughout the year as may be arranged for by the Executive Committee.

NOTE.—In some localities where there are graded Schools the Boards authorize the closing of the Schools after 2.30 or 3 on certain days.

(4) In cities where more than one Institute have been established, the members of the different Institutes shall attend in one body an evening meeting, and at least one day session at which may be discussed matters of interest to all the teachers of the city. The arrangements for such meetings shall be made by joint action of the Executive Committees, and the Presiding Officer and the Secretary of the combined meetings shall be the President and the Secretary who have had longest experience as educationists.

(5) In Institutes consisting of the teachers of more than one municipality one or more of the day sessions and an evening session may be held at the discretion and under the direction of the Inspector at some school or schools or other suitable building or buildings in each of the municipalities.

(6) The members of an Institute may meet in one body or in Grade sections as may be determined from time to time by the Executive Committee, with such organization in the case of Grade sections, as may be determined by the members thereof.

4.—(1) The Public School, the lay Roman Catholic Separate School, and the Continuation School Grade C teachers, whose schools are situated within the Inspectorate or Inspectorates constituting an Institute shall become members thereof and shall attend all the meetings promptly and regularly.

(2) Registration as members of and attendance at an Institute on the part of teachers of Roman Catholic Separate Schools who are members of Religious Orders are optional, but are strongly recommended by the Minister of Education.

(3) During the attendance of teachers who become members of an Institute their schools or their classes, as the case may be, shall be closed.

(4) Attendance is optional on the part of the teachers of High Schools, Collegiate Institutes, and Continuation Schools Grades A and B, but attendance is strongly recommended by the Minister of Education. The Principals of such schools may close one or more of the school grades for all or part of the time of the Institute meetings to allow the staff or members thereof to take part in the business, and the teachers so set free shall attend the meetings under the same conditions as the ordinary members.

5. For reasons satisfactory to the Inspector—

(1) A teacher may be excused from attending all or any of the meetings of the Institute.

(2) A teacher may attend the Institute meeting of an adjoining Inspectorate in lieu of the meeting of the Institute to which he would properly belong.

6.—(1) It shall be the duty of the teacher who absents himself from any of the sessions of the Institute, or from any part thereof, to report to his Inspector such absence with the reason therefor.

(2) It shall be the duty of the Inspector concerned—

(*a*) To take such measures to secure prompt and regular attendance during the meeting of the Institute as may, in his judgment, appear to be necessary; and

(*b*) To report to their respective School Boards, and, when in his judgment necessary, to the Minister of Education, teachers who, for reasons unsatisfactory to the Inspector, have absented themselves from any part of the day or evening sessions or who have not complied with the provisions of (1) above, and to take such other steps as may appear to him to be desirable.

NOTE.—The Institutes are maintained for the professional improvement of teachers. To this end the schools are closed for two days, grants are made by the Legislature and the municipalities, and free instruction is provided by Departmental lecturers. Accordingly, teachers owe it to the public and to themselves to take full advantage of the opportunities thus offered, by diligent application to the work of the Institute and prompt and continuous attendance at its meetings.

7.—(1) The programme of the work to be taken up by the Institute shall be prepared by the Executive Committee.

(2) The programme shall be sent at least two weeks before the day of the meeting to the members of the Institute, the Boards of Trustees employing them, and the Minister of Education.

NOTE.—As heretofore the Department will continue to supply a lecturer, but the responsibility for the efficiency and success of the Institute devolves upon the members, who should construct a programme that will be both instructive and interesting, having due regard to the object of the Institute as set forth in the section of the Statute quoted above.

8. With the approval of the Minister the Executive of an Institute may substitute for all or part of the annual meeting a visit of inspection by the members of the Institute to other schools or institutions of an educational character.

9. An annual membership fee, not exceeding one dollar, may be fixed by the Institute. The fee when so fixed shall be compulsory and shall be paid on or before the first day of the Institute meetings. Only members who have paid it shall be eligible for office or entitled to vote.

10. The Legislative grant and its municipal equivalent and any other receipts shall be used in defraying the necessary expenses of conducting the Institute. These expenses may include the payment of special lecturers, the whole or part of the cost of a professional magazine for each member, and the provision of one or more professional libraries for the use of the members.

11.—(1) Two auditors shall be appointed annually by the members of the Institute at their annual meeting.

(2) There shall be sent not later than December 31st of each year to the Minister of Education and to the Council or the Board, as the case may be, of the body providing the equivalent of the Legislative grant:

(*a*) A report of the total registered attendance and the total number of teachers of each class eligible for membership, computed under 4 above; and

(*b*) A report in detail of the receipts and expenditure for the preceding year, with a copy of the report of the auditors as adopted by the Institute.

12. It is desirable that each Institute should appoint at least one of its members to represent it at the next ensuing meeting of the Ontario Educational Association.

13. Instructions may be issued by the Minister of Education from time to time to Inspectors or other officers for carrying out the provisions of the foregoing regulations.

14. All former Regulations of the Department of Education that are inconsistent with the foregoing Regulations are hereby repealed.

August, 1912.

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## THE STRATHCONA TRUST

(Instructions No. 10½)

Physical Training and Drill are included in the Courses of Study in the Schools of the Provinces of Canada. Lord Strathcona has donated a sum of money and placed it at the disposal of a Committee which has been called "The Strathcona Trust." The interest on the money invested is to be annually divided between the Provinces, according to their respective populations, and would result in each getting approximately the following percentage:—

| | | | |
|---|---|---|---|
| Ontario | 38 % | Prince Edward Island | 1.8% |
| Quebec | 29 % | Manitoba | 6 % |
| New Brunswick | 5.8% | British Columbia | 3.2% |
| Nova Scotia | 8 % | Alberta | 3.2% |
| | | Saskatchewan | 5% |

The Fund is intended as a stimulus or inspiration to the teachers and scholars of the schools in the teaching and study of the above mentioned Courses of Instruction.

The general regulations of the Strathcona Trust for Canada provide that fifty per cent. of the whole amount for each Province shall be given for physical training in the schools under the Department of Education; thirty-five per cent. for Military Drill, and fifteen per cent. for Rifle Shooting.

Of the $10,900 allotted to Ontario, $2,180, as stated below, is apportioned to the High Schools; the balance, $8,720, is for Public and Separate Schools; $4,360 of the $8,720 is to be given on account of Physical Training; $3,052 for Military Drill, and $1,308 for Rifle Shooting.

The attention of the Public School Inspectors is especially drawn to the regulations regarding the awarding of the prizes. The matter should, therefore, be brought to the notice of the Teachers' Institute, so that a Committee could be appointed and a decision arrived at regarding the mode of competitions, and the means of carrying the same into effect. The result of the competitions should be forwarded to the Deputy Minister of Education, immediately after the events, so that action may be taken by the Local Committee of the Strathcona Trust for paying the amounts for the prizes.

The Local Committee of the Strathcona Trust for Ontario has recommended that $2,180 out of the $10,900 set apart in 1912 for Ontario shall be given to the High Schools; $1,090 for Physical Training; $763 for Military Drill, and $327 for Rifle Shooting. The amount under each head will be divided proportionately among the four districts, according to average attendance, of the High Schools and Collegiate Institutes in the three Military Districts of Ontario, and that portion of Military District 10 that is in Ontario. Fifty per cent. of the remainder will be set apart for the Public School Inspectorates of the Province for Physical Training for the Public and Separate Schools. The balance in each department will be divided proportionally between the Public and Separate Schools on the basis of attendance.

The amount to the credit of the Public and Separate Schools for Military Drill and Rifle Shooting will be divided among the different Public and Separate School inspectoral districts of the Province proportionally on the basis of the attendance.

The following regulations, which have been adopted by the Local Committee of the Strathcona Trust for Ontario, are accepted by the Minister of Education for the Public, Separate and High Schools of Ontario.

### Physical Training

1. That such proportion of the amount placed to the credit of the Province of Ontario each year for Physical Training, as may be decided by the Local Committee of the Strathcona Trust, shall be set apart for High Schools, and the balance for the Public and Separate Schools.

2. That in case there is in any county or city no system of Physical Training approved by the Local Committee of the Strathcona Trust for the Province, the share of such municipality shall be retained by the Local Committee of the Strathcona Trust for the Province, to be used in such ways as, in the opinion of the said Local Committee, will best promote Physical Training in the schools of the Province.

### Public and Separate Schools

(*a*) That a standing committee on Physical Training be appointed by the Teachers' Institute in each inspectoral district, of which the inspector shall be convener. (At least one Separate School representative should be on the committee, if possible.)

(*b*) That a special prize or trophy be offered for the best class in the county or city.

(*c*) That two prizes, first and second, be offered for the best classes in each township.

(*d*) That cities may be divided into districts, and prizes be given for each district.

(*e*) That a medal or trophy be awarded to the teacher of the class or school winning first prize in a county, township, city or district competition.

(*f*) That the judges in competitions in Physical Training be appointed by the Standing Committee of the county or city Teachers' Institute. No person connected either as trustee or teacher, with the schools taking part in the competition shall be a judge.

(*g*) That county and township competitions for trophies should be conducted in connection with the county and township fairs.

(*h*) That the competitions each year be based on the portions of the authorized text-book* on Physical Training selected by the Local Committee of the Strathcona Trust for the Province.

(*i*) That in addition to the trophies awarded for proficiency in physical exercises prizes be awarded on the report of the Inspectors to the schools that reach the highest standing in the hygienic and sanitary conditions that promote most fully the health and physical development of pupils.

### High Schools

1. That a standing committee on Physical Training be appointed, composed of the High School Inspectors, of which the inspector who is senior by reason of length of service shall be convener.

2. That the committee shall make its recommendation, and base its awards according to the provisions regarding Public Schools, so far as they can be made applicable to the High Schools and Collegiate Institutes.

### Military Drill

1. That such proportion of the amount placed to the credit of the Province of Ontario each year for military drill, as may be decided by the Local Committee of the Strathcona Trust, shall be set apart for High Schools, and the balance shall be divided proportionally between the Public Schools and the Separate Schools, on the basis of the registered school attendance, as contained in the last published report of the Minister of Education.

2. That in case there is in any county, or city, no cadet system, or other form of Military Training, approved by the Local Committee of the Strathcona Trust for the Province, the share of such municipality shall be retained by the Local Committee of the Strathcona Trust for the Province, to be used in such ways as in

*"The Syllabus of Physical Exercises" is published by the Copp, Clark Co., Limited, Toronto. (Price, 25 cents.)

the opinion of the said Local Committee will best promote Military Drill in the schools of the Province.

3. That trophies and medals be awarded to schools and teachers on a plan similar to that recommended for Physical Training.

4. That the judges in drill competitions be chosen by the senior commanding officer of Militia units in the inspectoral districts in which the competitions are to be held.

5. That a prize be given to each cadet company recommended as entitled to it by the Inspecting Officer of the Department of Militia, at the annual inspection. The Inspecting Officer shall base his decision on number enrolled, proficiency in drill, care of arms and accoutrements, and on the general discipline and bearing of the cadets.

6. That in rural districts, two or more school sections be allowed to unite for the purposes of Military Drill, under the direction of the Inspector of Schools, who shall authorize such unions equitably on the basis of school attendance.

**Rifle Shooting**

1. That the amount placed to the credit of the Province each year for Rifle Shooting be divided in the same manner as in the case of Physical Training and Military Drill.

2. That the share of any county or city in which the pupils do not practise rifle shooting shall be retained by the Local Committee of the Strathcona Trust of the Province, to be used in the way that in the opinion of the Committee will best awaken an interest in Rifle Shooting, and secure its universal introduction into the Schools of all parts of the Province.

3. That the Militia authorities in each district be requested to co-operate with the special committee appointed by the Teachers' Association to promote an interest in Rifle Shooting by Cadets, to provide suitable places for practice, and to make the necessary arrangements for scorers and officials to conduct practices and matches properly.

(Matches and practices shall be conducted under the Militia Regulations.)

4. That in addition to practices and matches at miniature ranges, cadets have the opportunity of shooting at regular ranges, with regular service ammunition.

5. That groups of counties be encouraged to hold district matches between selected teams chosen from the best cadet marksmen in each county, and that in such matches each member of the winning team shall receive a medal or badge.

(Regulations of Cadet Corps to Govern.)

Toronto, October 7, 1912.

## THE STRATHCONA TRUST

(Instructions No. 10A)

A Cadet Corps may be established in connection with a Public, Separate, or High School, according to the Regulations of the Department of Education, as contained in the circular of Instructions No. 10, and military drill would then be included in the exercises for the pupils of the school. The Public School Regulations require instruction in physical culture to be given in connection with the course of study, and in order to do this the teacher must be qualified, but for this year the teacher of the school will not be required to be the holder of a certificate of qualification as Physical Instructor. The pupils may, therefore, acquire a knowledge of drill and receive instruction in physical culture in every school.

As already intimated in the circular of Instructions No. 10½, Lord Strathcona has established a Fund, the interest of which will be disposed of by the Strathcona Trust Committee for distribution to the Provinces of the Dominion, as special awards or prizes in connection with physical training, drill, and rifle shooting.

The sum of $10,900 has been allotted to Ontario for 1912, and has been divided between the Public, Separate, and High Schools, in accordance with the provisions of the regulations of the local committee of the Strathcona Trust for Ontario. The Public and Separate School portion has been subdivided among the several Inspectorates.

The amounts available for your Inspectorate under the three headings are as follows:—

Physical Training ..... Military Drill ..... Rifle Shooting .....
For Public and Separate Schools.

The competitions in physical training, as stated in the Regulations, are to be based on the courses contained in the syllabus of physical exercises*. Special exercises have been selected for this year's competition.

The Standing Committee of the Teachers' Association is the body appointed to arrange and carry into effect the competition in physical training in each Inspectorate.

On the receipt of the report of the Committee showing that the competitions have been held, and giving a detailed account of the results, the amount for your Inspectorate will be forwarded to the Treasurer of the Committee.

The awards for military drill and rifle shooting are to be made on joint action by the School Inspector, the Committee of the Teachers' Association, and the Officers of the Militia, as provided by the regulations.

It will be necessary for your Committee to come to a conclusion immediately as to whether any action can be taken in your Inspectorate this year, and to notify the Deputy Minister of Education without delay, so that it may be known if the funds placed at the Committee's disposal will be used or revert to the general fund in any or all of the three competitions.

*Syllabus of Physical Exercises for Schools, published by the Executive Council, Strathcona Trust, Ottawa. A copy has been furnished to every school in the Province.

25th October, 1912.

## MANUAL TRAINING AND HOUSEHOLD SCIENCE IN HIGH, CONTINUATION, PUBLIC, AND SEPARATE SCHOOLS

(Circular No. 3)

### I. General Regulations for the Establishment and Maintenance of Classes

#### Introductory

Vocational education includes all forms of education which fit for useful callings. In the Industrial Education Act and the Regulations of the Ontario Department of Education, the name "technical" is applied to schools and classes for the preparation of foremen and forewomen and the holders of minor directive positions in the trades and other industries: the name "industrial," to schools and classes which meet the needs of manual workers in the trades and other industries, including the occupations of girls and women. In the technical and industrial schools and classes, except where subjects like English literature, for example, are added for purely cultural purposes, all the subjects of the courses have an industrial aim, and all the schooltime of the pupils is devoted to them. Manual Training and Household Science, on the other hand, are regular subjects of a modern Public or High School general course; they form a necessary part of the liberal education which every boy and girl should receive. Like the other subjects of such a course, they are cultural, but they are also especially practical. For each of them provision in school is usually not more than two hours or an hour and a half a week, whereas, in industrial and technical courses the workshop practice needs from three to five half days a week, according to the subject and the stage. Moreover, while introductory to technical and industrial courses, Manual Training and Household Science are neither technical nor industrial themselves. And lastly, whereas the classes in Manual Training and Household Science are directly controlled by the School Boards, the industrial and technical schools and classes are managed by specially constituted Advisory Industrial Committees and are only indirectly controlled by the School Boards. The foregoing distinctions are important and should be borne in mind.

The Manual Training and Household Science courses begin in the Kindergarten and are continued throughout all the forms of the Public Schools and the Lower Schools of the High and Continuation Schools, and the courses in the Fifth Forms and the Lower Schools are organized in accordance with local conditions. After the introductory courses in the lower forms of the Public Schools, courses in wood-working and wood-turning and the associated drawings, and in hand and machine sewing, cookery, and sanitation and hygiene are sufficient for the purposes of a liberal education. The forging and the machine-shop practice, with their associated drawing, which are now generally taken as part of the Manual Training course, properly form part of technical and industrial courses; but, except where comprehensive technical or industrial courses have been established, these subjects are for the present permitted by the Department of Education as extensions of the Manual Training course and are included therein for the purpose of distributing the Legislative Grant.

#### DAY CLASSES

Day Classes for Manual Training and Household Science may be established and maintained, under the following regulations, by High, Continuation, Public, or Separate School Boards.

**Qualification of Staffs**

1. Each member of a staff engaged in teaching Manual Training and Household Science in the High, Public, Separate, and Continuation Schools, herein provided for, shall possess the qualifications prescribed by the Minister of Education.

**Organization**

2. In addition to the elementary work in Manual Training and Household Science of the lower forms of the Public Schools, Boards may provide courses in wood-working and wood-turning, with the associated drawing, and, with the special approval of the Minister, in the forging and machine-shop practice of Form V of the Public Schools and the Lower School of the High Schools; and in the course in Household Science, the cookery, etc., of the same school grades.

3. (1) There shall not be more than twenty-four pupils under the instruction of one teacher at one time in any of the courses of the higher Forms.

(2) The time apportioned each class in Household Science or Manual Training at each centre shall be not less than an hour and a half a week, except in the case of the work in the lower forms of the Public Schools, when it should not exceed one hour.

(3) The general organization shall be subject to the Minister's approval.

(4) In a form approved by the Minister, a register shall be kept showing the attendance and the work of each pupil; and a stock book containing a list of the equipment, with the cost of the same.

**Site, Accommodations, and Plans**

4. (1) The site, accommodations, and equipment for Manual Training and Household Science shall be subject to the approval of the Minister.

(2) The plans of every building to be erected or of any room to be adapted for the purpose of Manual Training or Household Science shall be submitted to the Minister of Education and be subject to his approval.

**Equipment**

5. Subject to the Minister's approval, the term "equipment" shall include any provision specially made for Manual Training and Household Science, as, for example, the tables, work benches, etc., as well as utensils, stoves, benches, tools, forges, lathes, and other apparatus.

6. (1) The minimum equipment for each department of the Manual Training of the higher Forms of the Public Schools and the Lower Schools of the High Schools shall be as follows:—

*Wood-working*: 12 single benches with the necessary tools, and equipment for mechanical drawing.

*Wood-turning*: 3 wood-turning lathes and band or circular saw with the necessary power and tools.

*Ornamental and Metal Work*: A complete equipment for elementary work in brass and copper.

*Forging*: 3 forges with anvil and tools.

*Machine-Shop Practice*: 1 engine lathe.
1 speed lathe.
6 bench vices.
} with accompanying tools.
Hack saw (power) Drill (power).

(2) The minimum equipment for each department of the Household Science of the higher Forms of the Public Schools and the Lower Schools of the High Schools shall be as follows:—

*Cookery, Sanitation, and Hygiene*: Tables, stoves, and utensils sufficient for the instruction of 12 girls at one time.

*Hand and Machine Sewing*: Two sewing machines with sewing and drafting tables sufficient for the instruction of 12 girls at one time.

*Laundry*: Provision for the instruction of 12 girls at one time in washing, drying, starching, and ironing.

(3) A library shall be selected, with the Minister's approval, to a minimum value of $50 for Manual Training and Household Science, respectively.

**Distribution of Legislative Grants**

7. No grant shall be made for Manual Training unless at least provision has been made for wood-working and the associated drawing; or for Household Science, unless at least provision has been made for sewing, cookery, sanitation, and hygiene.

(1) The Legislative Grants for each centre shall be apportioned as follows:—

(*a*) An Annual General Grant for Manual Training of $250 and for Household Science, of $150.

(*b*) Twenty per cent. of the annual expenditure for teachers' salaries over $600, to a maximum of $200.

(*c*) (i) For Manual Training, for the first year, 40 per cent. of the value of the equipment to a maximum of $880; and, for each of the three years following, 20 per cent. to a maximum of $440.

(ii) For Household Science, for the first year, 40 per cent. of the value of the equipment to a maximum of $400; and, for each of the three years following, 20 per cent. to a maximum of $200.

(iii) After the fourth year, an Annual Grant of 10 per cent. of the value of the equipment, to a maximum grant in each year for Manual Training, of $220; and for Household Science, of $100.

(*d*) An Annual Grant on the character of the special accommodations for the higher work according to the following scheme of grades:

MANUAL TRAINING

| | I | II | III | IV |
|---|---|---|---|---|
| Wood-working and Wood-turning Shop | $10 00 | $7 50 | $5 00 | $2 50 |
| Forge Shop | 10 00 | 7 50 | 5 00 | 2 50 |
| Machine Shop | 10 00 | 7 50 | 5 00 | 2 50 |
| Combination Forge and Machine Shop | 15 00 | 11 25 | 7 50 | 3 75 |
| Stock Room | 5 00 | 3 75 | 2 50 | 1 25 |
| Teachers' Room | 3 00 | 2 75 | 1 50 | 0 75 |
| Blackboards | 2 00 | 1 50 | 1 00 | 0 50 |
| Lighting | 2 00 | 1 50 | 1 00 | 0 50 |
| Heating | 2 00 | 1 50 | 1 00 | 0 50 |
| Ventilation | 2 00 | 1 50 | 1 00 | 0 50 |
| Cloak Rooms and Lavatories | 4 00 | 3 00 | 2 00 | 1 00 |

HOUSEHOLD SCIENCE

| | | | | |
|---|---|---|---|---|
| Kitchen | $10 00 | $7 50 | $5 00 | $2 50 |
| Pantry, Cupboard, and Storeroom | 5 00 | 3 75 | 2 50 | 1 25 |
| Dining Room | 10 00 | 7 50 | 5 00 | 2 50 |
| Sewing Room | 10 00 | 7 50 | 5 00 | 2 50 |
| Teachers' Room | 3 00 | 2 75 | 1 50 | 0 75 |
| Blackboards | 2 00 | 1 50 | 1 00 | 0 50 |
| Lighting | 2 00 | 1 50 | 1 00 | 0 50 |
| Heating | 2 00 | 1 50 | 1 00 | 0 50 |
| Ventilation | 2 00 | 1 50 | 1 00 | 0 50 |
| Cloak Rooms and Lavatories | 4 00 | 3 00 | 2 00 | 1 00 |

(2) (*a*) In the distribution of the grant for Manual Training, the maximum recognized value of the equipment for the different departments shall be as follows:

Wood-work, $500; wood-turning, $300; forging, $500; machine shop practice, $800; library, $100.

(*b*) In the distribution of the grant for Household Science, the maximum recognized value of the equipment for each department of Household Science shall be as follows:—Cookery, sanitation, and hygiene, $500; hand and machine sewing, $250; laundry work, $150; library, $100.

(3) When the provision for the higher Manual Training or Household Science is less than the time of one teacher for five hours and a half for each of five days a week, the General Grant under (1) (*a*) above will be correspondingly decreased; when it is greater, it will be correspondingly increased.

(4) No grant shall be paid on the equipment of a Manual Training or Household Science centre in which there has been no class for more than one year.

(5) When an equipment on which the legislative grant has been paid to its full value remains unused for two years the Minister may direct the transfer of said equipment to one of the other centres in the Province.

## EVENING CLASSES

1. Evening Classes in Household Science consisting of cookery, sewing, sanitation and hygiene, and in Manual Training consisting of wood-working and wood-turning, with the associated drawing, may be established and maintained under the following regulations, by High, Continuation, Public, or Separate School Boards.

NOTE.—Manual Training and Household Science, as defined in the introduction of this circular, are subjects of the General High and Public School courses of study. They are not intended for workmen and workwomen, and they can be taken only by those who are not on the roll of a Day Public or High School. [See Public School Reg. 12 (1), and High School Reg. 22 (2).] Where the regulations for the establishment and maintenance of Evening Industrial Classes are complied with, the Advisory Industrial Committee may also admit to them pupils who are not engaged in the trades, but not *vice versa*.

### Conditions of Establishment

2. No such evening class shall be recognized by the Department of Education which has not a total enrolment for each of (*a*) boys and (*b*) girls of at least ten members in regular attendance from the beginning to the end of each term.

NOTE.—Evening classes in forging and machine shop practice, with the associated subjects, when established, should be maintained under the control of Advisory Industrial Committees.

### Sessions

3. (1) The session shall consist of two terms, the first beginning in September and ending the last fortnight in December, and the second beginning the first week in January and ending in April, at dates to be selected by the School Board.

(2) The classes shall be open for at least two hours on each of at least two evenings a week.

### Qualifications of Staffs

4. The teachers of the evening classes shall hold the same qualifications as are prescribed for the teachers of the day classes.

### Distribution of Legislative Grants

5. The Department of Education will pay the following proportions of the total salaries of the staffs of the Household Science and Manual Training Evening Classes:—

In cities with population of 150,000 and over, one-third; in other cities, one-half; in towns, two-thirds; and in villages, five-sixths.

### General Regulations

1. As far as practicable, the equipment and accommodations provided for Household Science and Manual Training Day Classes in the Public and the High Schools shall be used for the evening classes in the same subjects.

2. On the report of the Inspector that the equipment or the accommodations are inadequate or unsuitable, or that one or more members of the staff are inefficient or not legally qualified, such reductions may be made in the general grant and in the grants payable upon the equipment, the accommodations, and the salaries of the staff, as the Minister may deem expedient.

3. If in any year the amount voted by the Legislature is insufficient to pay the Grants in full, or if there is a balance over, the Minister may make a *pro rata* reduction or increase.

4. The accounts of the Manual Training and Household Science Departments shall be separately reported each year to the Minister and the legislative grants shall be spent wholly for the purposes of Manual Training and Household Science. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education.

NOTE.—Being regular subjects of the school programme, the cost of establishing and maintaining Manual Training and Household Science classes in the High School shall be provided for in the same way as are the other subjects of the general programme. In apportioning the cost of a High School between the District and the County, the receipts and expenditures for these classes are, accordingly, to be included in the Board's statement. (See High Schools Act, Sections 33-36.)

## II. Description of Accommodations and Equipment for Household Science

### Accommodations

The following description of Household Science accommodations and equipment applies especially to urban schools, and is *pro tanto* applicable to the provision for industrial and technical classes in cookery, dressmaking, millinery, and laundry work.

*School Kitchen.*—For cooking, a room should be provided which is greater in length than in breadth. One 30 feet by 40 feet accommodates from twenty to twenty-four pupils and allows sufficient space at the sides between the tables and the walls. If the kitchen is an ordinary school building, the top floor is most desirable, for it allows of better ventilation and prevents the kitchen odours from reaching the other rooms. A basement, if used, should be thoroughly dry and have a good light. The wall finish of the kitchen should be washable. The best finish is a dado of tiling with a painted wall above, but, if the cost is too great, the whole wall may be painted. Where a wall is much broken, painted burlap or

table oilcloth may be used for the dado. The wall space should also be used for blackboards and cupboards, and the windows and doors should be placed accordingly.*

The wood-work should be stained rather than painted, or it may be finished in oil. It should be without grooves or projections, as these allow the accumulation of dust. Old woodwork must, of course, be painted.

Tiling makes the best flooring; good hardwood (maple) comes next, but if neither of these can be provided the floor may be painted or covered with inlaid linoleum. In this case the floor should, of course, be planed smooth.

As the school kitchen necessarily differs considerably from the home kitchen, some schools have fitted up a small room adjoining, with the home kitchen equipment of sink, ranges, cupboards, refrigerator, utensils, etc., to give home kitchen practice. Here, sections of two or three girls work under the partial supervision of the teacher.

A store room is desirable as it makes possible the purchase of provisions in larger quantities, thus reducing expense. In this room closed cupboards having shelves of suitable width should be provided. If the shelves are movable the spaces may be adapted to the varying sizes of their contents. The store room and pantry should be closely adjacent to the kitchen and dining room.

*Dining Room.* A dining room 12 feet by 16 feet will afford ample space for class work. Too large a dining room is not economical. Here the wall finish need not be washable. A plate rail should be provided and a few good pictures hung from it. The floor should be of some hardwood, preferably oak, waxed and polished. The dining room should be furnished as much as possible like a home dining room, and should be close to the kitchen in order to avoid delay and waste of time in serving. The whole colour scheme and plan of furnishing should be settled before a start is made, in order that the result may be harmonious and artistic. In some schools the dining room furniture has been made by the advanced classes in Manual Training.

*Sewing Room.*—The earlier work in the sewing course is taken in the grade class rooms at the school desk. Sometimes where the work is taught by the Household Science teacher, the kitchen or dining room is used for the purpose. Where a separate room is provided, it must be well lighted, and, where used for evening classes also, an adjustable-drop light should be suspended over each table and machine. Ample blackboard space should also be provided, and sufficient cabinets and cupboards for the storage of material and the work in progress. For fitting, one corner of the room should be provided with a mirror and screened from the rest.

*Laundry.*—A large amount of laundry work may be carried on in the school

*One of the most attractive school kitchens has been thus described: "The room is large and sunny, being provided on three sides with fourteen large windows, and has a floor space of 30 feet by 50 feet. The artistic effect of the room has been enhanced by a colour scheme of blue, white, cream, and mahogany, to suggest the style of an old Dutch kitchen. The walls are covered to the top of the doors with blue buckram so finished as to be easily cleaned. At the height of the doors a shelf extends around the room. The walls above the shelf and the ceilings are of a deep cream colour. The windows are curtained with cream coloured shades and sash curtains of Russian crash in natural colour edged with blue fringed gimp. The doors and window-frames and shelf are painted ivory white, while the doors and base boards are mahogany colour. On the shelf is an interesting collection of vases, plates, jars, etc., representing the wares of different nations. Three large cupboards with leaded glass doors in Dutch style are built across the corners, and contain china in blue and white, and a food museum."

kitchen. For some years in Ontario this is the most that can be expected. If, however, a Board decides to provide a separate laundry room, it should consult the authorities at the Macdonald Institute, Guelph, or the University of Toronto, which have the best equipped laundries in the Dominion.

*Cloak Rooms and Lavatories.*—Where the pupils in attendance come from a school immediately adjacent, cloak rooms and lavatories may not be needed; but at centres where they come from distant schools, conveniences of the character prescribed under the High School regulations should be provided. Under no circumstances should clothes be hung in the kitchen.

*Heating.*—Generally speaking, the kitchen does not need to be heated to the same temperature as an ordinary class room, for a considerable amount of heat is given off from the cooking. A thermometer should be hung in the room and the temperature kept at about 65 degrees.

*Lighting.*—If the windows are well placed, light from the north may be more evenly distributed than where it is from the south. But sunlight adds to the cheerfulness of the room, and where the light is not from the north, window shades should be provided to regulate it.

*Ventilation.*—The ventilating system must be capable of regulating the temperature and removing the products of combustion and the odours arising from the cooking. To secure this promptly and effectively, the windows may be utilized, but with caution, as draughts may affect the gas flames and ovens. A simple method of ventilation is to place boards under the lower sash of the windows in order to direct the draught towards the ceiling, or screens of cheese cloth over part of the lower sash space. The chimney may also be used if provided with suitable openings into the flue.

*Blackboards.*—Ample blackboard space should be provided, as written material frequently requires to be preserved from class to class. Slate is to be preferred. (See High School Regulations). On one section of the board should be painted a list of all common food material, headed "current prices," and these prices should be changed by the teacher as the market fluctuates.

*An Apartment or Suite of Rooms.*—The ideal provision for the practical side of the Household Science course is a cottage or suite of rooms. In one city in the Province a cottage formerly used by the caretaker was remodelled and now provides a school kitchen, a home kitchen, a bedroom, a bathroom, and dining-room. It is heated by a hot-air furnace, and so has all the conditions of an ordinary house. This plan is strongly recommended.

### Equipment*

*Tables.*—The arrangement of the work tables will depend on the size and shape of the room, the number to be provided and the position of the windows. The continuous table arranged in rectangular or hollow square form is frequently adopted and has proved satisfactory, especially for small children. There should always be two openings in the continuous table—one facing the blackboard where the teacher usually stands, and the other directly opposite.

Height, minimum 20 inches for children, maximum 32 inches for adults.

Depth, minimum 20 inches for children, maximum 26 inches for adults. At least 24 inches should be allowed as working space for each pupil, but 30 inches or more is desirable.

*The prices given under this head throughout this circular are only approximate. The Department does not guarantee them.

A working drawing and design of the tables that are supplied to the Normal Schools may be obtained from the Department of Education, Toronto. These, however, should be modified to suit local requirements. Each table is fitted with drawers and shelves or cupboards. Partitions in the drawers allow utensils definite space. These partitions may be movable. For lining, white table oilcloth or wrapping paper may be used, the former being preferable; or the drawers may be shellaced. Shelves or cupboards are placed directly under the drawers for holding large utensils and cleaning materials. Doors to cupboards underneath the table may be hinged at the top or the sides. By far the best arrangement for these cupboards is a roll front, which does away with the inconvenient door and costs very little more. Provision is generally made also for a moulding or baking board under the table top and above the drawers. The table top should project at least one inch to protect the faces of the drawers and cupboards when cleaning. It is best made of maple, as this keeps a good colour, is easy to clean, and does not readily absorb moisture, etc. The top should be made in the same way as is recommended for Manual Training benches, care being taken to prevent the opening of the joints, as when this occurs, the water used in scrubbing soaks through to the bake boards or into the drawers below. The individual stoves are usually placed on the top of the table, which should, accordingly, be protected directly under the stoves by a strip of aluminum carefully tacked down at the edges, or of slate, marble, specially toughened glass, or vitrified tiling. In addition to the cooking tables, a supply table should be provided for the centre of the rectangular space. This also may be fitted with cupboards underneath, but sufficient space should be left between the cupboard and the floor to allow of effective sweeping. Where a separate dining-room is not provided, table service may be taught here. In such cases, two 10-inch boards are sometimes attached to the two long sides of the supply table in order to give room beneath to sit comfortably. A teacher's table, containing drawers and metal-lined receptacles for storing sugar and flour, is also required.

*Seats.*—Seats of some kind are a necessity. Stools, chairs with folding backs, or swing seats may be used. If stools or chairs are used, the legs should be rubber tipped in order to lessen the noise; they should be of a size which admits their being placed under the tables when not in use. The attached seats may be of wood with an iron bracket screwed to the leg of the table and swinging underneath when not in use.

*Stoves and Ranges.*—When practicable, both a coal and a gas range should be provided. A plain coal range with six holes and removable tops and suitable oven and dampers is necessary. The burners of the gas range should have drilled holes, and both burners and tops should be movable to admit of effective cleaning. The most convenient type of gas stove has a high oven which does not necessitate stooping. For school use the oven should not be directly over the gas rings.

A fireless cooker should also be provided. A cheap one may be made of a large wooden box, barrel, or pail filled with excelsior, hay, or sawdust. In addition to the two ranges a small stove is required for each pupil. This may be gas, electric, kerosene, or de-natured alcohol. In some of the towns of the Province where gas is not available, small electric stoves are used with satisfactory results. The individual stoves may be removed entirely from the top of the table when not in use. The table gas stoves for individual use should be placed at such a height that the table beneath may be readily cleaned. The top should be large and flat enough to hold the cooking utensils without upsetting. Hinged joints which allow the stove to be swung from the table are sometimes used, but in this case great atten-

tion should be paid to the joint as leakages frequently occur. The series of individual stoves should be provided with a tap to cut off the whole gas supply when necessary. The tap to each stove should be placed so that the pupil has not to put her arm over the flame in order to turn it off.

*Sinks and Plumbing.*—In every kitchen there should be at least two sinks, each provided with hot and cold water, and to prevent crowding these should be as far apart as convenient. The best material is porcelain, though an iron sink enamelled may be used. Sinks should not be fitted into the work tables, for this prevents open plumbing; the space below the sink should never be enclosed. For taps, etc., nickel-plate is a good material. High faucets cause splashing. The S variety of trap should be used as it is easily opened. Drain boards should be provided. These may be of porcelain or wood.

*Kitchen Utensils.*—All utensils should be plain with smooth surfaces and without angles. The materials of which they are made are aluminum, enamel, tin, earthen or wood, according to the purpose for which they are required. Frying pans are usually iron or steel.

The following is a list of equipment recommended for a class of 24 for individual work:

Graniteware: 24 saucepans No. 12 (with covers), 24 saucepans No. 10, 2 2-quart saucepans (with covers), 2 4-quart kettles (with covers), 4 double boilers (1 qt)., 24 small saucers, 24 plates, 2 colanders, 2 coffee pots (1 qt.), 1 funnel (medium size), 4 round pudding dishes (8-inch diameter), 2 teakettles (medium size), 2 pitchers (2 qts), 6 small dish pans, 12 rinsing pans, 8 soap dishes, 2 sink strainers, scrap jars with covers for tables (bean pots may be used)—estimated cost, $47.00.

Tinware, Russian Iron, etc.: 24 tin plates (to work on), 24 measuring cups (½ pint size, marked also in thirds and fourths), 24 small cake tins (size at top about 5½ x 2¾ inches), 24 small timbale moulds, 12 graters, 4 nutmeg graters, 6 apple corers, 12 biscuit cutters, 4 sets muffin pans (6 in each set), 2 shallow tins (size to fit oven), 2 skimmers, 1 qt. measure, 4 steamers, 24 salt shakers, 4 pepper shakers, 1 bread box, 1 large flour tin and 1 large sugar tin for supplies, but unnecessary if the teacher's table has zinc-lined drawers; 1 dust pan, 1 meat pan and rack, 24 small frying pans—estimated cost, $16.00.

Wire Goods: 24 egg beaters, 2 Dover egg beaters, 2 toasters, 2 cake coolers, 1 large strainer, 2 5½-inch strainers, 1set meat skewers, 2 potato mashers, 1 flour sifter—estimated cost, $3.50.

Woodenware: 24 spoons for mixing (shallow bowls), 24 small pastry boards —if not fitted in tables, 12 small rolling pins, 2 bread boards, 2 chopping bowls, 12 vegetable brushes, 8 scrubbing brushes, 6 scouring boards for knives—estimated cost—$10.00.

Crockery or Earthenware: 24 bowls with straight sides (1 qt.)), 24 custard cups, 6 bowls with flaring sides (1 qt.), 6 bowls (2 qts.), 6 pitchers (1½ pts.), 3 pitchers (2 qts.), 6 soup plates, 6 teapots (1 pint)—estimated cost, $8.00.

Cutlery: 24 tablespoons, 48 teaspoons, 24 knives and forks for desks, 24 vegetable knives, 6 spatulas, 1 meat knife, 2 bread knives, 2 chopping knives—estimated cost, $21.50.

Glassware: 2 lemon reamers, 2 dozen screw-top glass jars (½ pint), 1 dozen 1-quart glass jars (japanned top), 1 dozen 2-quart glass jars (japanned top), 2 dozen ½-pint fruit jars, 2 dozen jelly glasses—estimated cost, $5.50.

Miscellaneous: 1 food chopper, 1 iron frying kettle, 1 can opener, 1 corkscrew, 1 screw driver, 1 pair scissors, 1 cleaver, 1 knife sharpener, 1 set scales (6 lbs.),

1 set fine knitting needles, 2 trays (japanned or white metal), 6 asbestos mats, 1 match box, 1 whisk for stove, 1 polishing brush for stove, 1 floor brush (short handled), 1 broom, 1 cleaning pail, 1 garbage pail with cover—estimated cost, $10.00.

Linen, etc.: 3 dozen dish cloths, ¼ yard, 4 dozen table cloths, ¼ yard (the cloths should be of different material so as to be easily distinguished); 4 dozen dish towels, ⅞ yard; 6 roller towels (2 yards), 2 floor cloths, 6 oven cloths (about ½ yard square), 6 dusters, 3 yards cheese cloth—estimated cost—$10.00.

Estimated total cost of utensils—not including serving dishes—$131.50.

Serving dishes to be used in kitchen; these may be omitted from dining-room equipment: 24 cups and saucers, 24 plates (tea size), 24 cereal saucers, 2 platters, 2 vegetable dishes, 6 plates (breakfast size), 2 small pitchers, 2 small sugar bowls, 6 glasses, 24 plated teaspoons, 24 plated forks (med. size), 34 plated knives (med. size), 3 tablespoons—estimated cost of china and silver—$34.00.

*Scientific Experiments.*—If space will allow, a table for chemical and physical experiments may be placed at the side of the room. A suitable scientific equipment is as follows: 1 doz. 4 oz. beakers, 1 doz. ½-pt. flasks, 1 do. 6-inch beakers, 2 doz. nests of test tubes (4, 5 and 6-inch), 1 doz. 2-inch watch glasses, 1 chemical thermometer, 1 microscope. Estimated cost, $35.22. If, when needed, a microscope can be borrowed from the High School, this cost will be reduced by about $27.00.

*Dining Room.*—The following list is recommended:

| | |
|---|---|
| Silence cloth | $1 50 |
| Dining-room Table and Chairs, oak | 30 00 |
| 2 Linen Table Cloths | 7 50 |
| 1 Doz. Linen Napkins | 2 50 |
| 1 Doz. Linen Doilies | 3 00 |
| 1 Doz. Cereal Saucers | 1 20 |
| 1 Doz. Tea Cups and Saucers | 1 50 |
| 1 Doz. Coffee Cups and Saucers | 1 00 |
| 1 Doz. Dinner Plates | 1 20 |
| 1 Doz. Soup Plates | 60 |
| 1 Doz. Tea Plates | 1 00 |
| 1 Bread Plate | 20 |
| 2 Covered Vegetable Dishes | 75 |
| 2 Uncovered Vegetable Dishes | 40 |
| 1 Large Platter | 1 00 |
| 1 Medium Platter | 50 |
| 1 Small Platter | 30 |
| 1 Medium Salad Dish | 40 |
| 2 Tea Pots | 45 |
| 1 Cream Pitcher | 10 |
| 1 Sugar Bowl | 25 |
| 1 Glass Fruit Dish | 30 |
| 3 Small Salt Shakers, glass | 45 |
| 3 Pepper Shakers, glass | 45 |
| 1 Doz. Teaspoons and Coffee Spoons, silver plated | 2 00 |
| 1 Doz. Dessert Spoons, silver plated | 2 50 |
| 4 Tablespoons, silver plated | 2 00 |
| 1 Doz. Knives, silver plated | 3 00 |

| | |
|---|---|
| 1 Doz. Forks, silver plated | $2 50 |
| 1 Doz. Glass Tumblers | 50 |
| 1 Water Pitcher | 50 |
| Total cost | $69 55 |

Dining Room table and chairs can, of course, be bought for less than the above prices. It would be better, however, to buy a good kitchen table than a cheap dining table. The dishes should be selected from "open stock" so that when breakages occur they may be replaced with the same kind of dishes. The china should be subdued in colouring.

*Sewing Room.*—Where sewing is taken in the ordinary class room by the grade teacher, the following equipment will be sufficient for each pupil:

A work box containing scissors, thimble, thread, cushion and pins, needles, measure and emery, and costing from 50 to 75c. per set is required. The boxes may be made of millboard, or candy boxes may be used. A special cupboard should be provided to contain these boxes and the working material. A demonstration frame of coarse canvas and mounted on a stand is also desirable to teach the various stitch forms.

Where a special room can be provided, the following equipment will be sufficient for 15 pupils in dressmaking or 30 in sewing:

| | |
|---|---|
| 8 Tables (5 ft. kitchen) | $25 00 |

NOTE.—A less expensive table may be provided of boards supported on trestles. A convenient plan for the dressmaking tables is to have them hinged to the wall, so as to drop down when not in use.

| | |
|---|---|
| 20 Chairs, $7.50 doz. | $12 50 |
| 1 Stove (3 burners and tubing) | 3 75 |
| 6 Irons | 1 50 |
| 4 Ironing Boards | 3 60 |
| 1 Wardrobe | 25 00 |
| 1 Mirror | 10 00 |
| 4 Sewing Machines | 100 00 |
| 18 Tape Measures | 3 60 |
| 33 Scissors (3 button hole) | 9 40 |
| 6 Large Boxes, 40c. | 2 40 |
| 30 Small Boxes, 10c. | 3 00 |
| Total cost of equipment | $174 75 |

*Laundry.*—The equipment given below is for laundry work carried on in the ordinary school kitchen as it is not probable that for some years separate laundries will be fitted up. In addition to the articles found in the kitchen the following will be required:

| | |
|---|---|
| 1 Large Washing Tub | $0 83 |
| 12 Small Washing Tubs | 7 20 |
| 1 Pail | 23 |
| 4 Flat Irons, 7 lbs. | 2 20 |
| 4 Flat Irons, 6 lbs. | 1 80 |

| | |
|---|---|
| 8 Flat Irons, 5 lbs. | $3 20 |
| 8 Flat Irons, 4 lbs. | 2 56 |
| 2 Polishing irons | 3 60 |
| 8 Iron Stands | 40 |
| 8 Iron Holders, asbestos | 32 |
| 1 Large Wringer | 4 25 |
| 2 Small Wringers | 5 00 |
| 1 Tin Dipper | 20 |
| 1 Clothes Basket | 1 25 |
| 1 Boiler | 1 25 |
| 6 Tables, 4 feet long | 5 40 |
| 8 Skirt Boards, $1.50 | 12 00 |
| 8 Small Wash Boards | 3 20 |
| 2 Clothes Horses | 1 76 |
| 3 Soft Brushes | 1 14 |
| 3 Whisk Brooms | 54 |
| 100 Feet Clothes Line | 90 |
| Clothes Pins | 10 |
| Safety and Toilet Pins | 25 |
| 1 Yard White Flannel | 40 |
| 10 Yards Cheese Cloth | 40 |
| 10 Yards Unbleached Cotton | 80 |
| 4 Yards Cotton Felting (45 inches wide) | 2 00 |
| Total cost of equipment | $63 18 |

Good work may, however, be done in the school kitchen with the following equipment:

| | |
|---|---|
| 24 Flat Irons, 1 lb. | $8 00 |
| 12 Polishing Irons, 1 lb. | 4 00 |
| 26 Improved Handles | 3 85 |
| 14 Pony Wash Boards | 1 75 |
| 72 Clothes Pins | 10 |
| 1 Clothes Line | 25 |
| 1 Grey Blanket | 3 00 |
| 10½ Yards Cotton | 1 05 |
| 6 Yards Cheese Cloth | 30 |
| Total cost of equipment | $22 30 |

*Home Nursing.*—Home nursing can be taught in the class rooms if there is a space where a bed can be temporarily placed. A special cupboard should be provided to contain the small articles. Much may be done with a large doll's bed, with a large doll for the pseudo-patient. Where there is a cottage or apartment the bedroom is, of course, available. The following is a list of suitable equipment:

| | |
|---|---|
| Bedstead, steel frame, white enamel, woven wire spring | $6 00 |
| Mattress, sanitary | 7 00 |
| Feather Pillow | 75 |
| 4 Cotton Sheets | 4 00 |

| | |
|---|---|
| 4 Cotton Pillow Slips | $0 60 |
| 1 Bed Spread | 1 50 |
| 2 Single Blankets | 4 00 |
| McIntosh, 1½ yards | 1 10 |
| Hot Water Bag | 90 |
| Fountain Syringe | 1 00 |
| Muslin Bandages (7 yards muslin) | 35 |
| Gauze Bandages | |
| Samples of Material for Flannel Bandages | |
| Samples of Material for Plaster Bandages | |
| Samples of Material for Rubber Bandages | |
| Absorbent Cotton | 10 |
| Oiled Muslin | 25 |
| Rubber Tissue | 25 |
| Bed Tray | 1 00 |
| Bed Rest | 2 00 |
| Hot Water Plate | 75 |
| Feeding Tube | 20 |
| Drinking Tube | 02 |
| Medicine Bottles, poison, etc. | 25 |
| Medicine Dropper | 02 |
| Medicine Glass (Graduated) | 25 |
| Minim Class | 75 |
| Eye Bath | 20 |
| Six oz. Graduated Glass | 50 |
| Eyelid Rod | 06 |
| Probe | 50 |
| Forceps | 1 00 |
| Scissors | 1 25 |
| Thermometer | 1 00 |
| Thermometer, bath | 10 |
| Foot Bath | 1 00 |
| Total cost of equipment | $38 65 |

*Emergency Cabinet.*—A First Aid Emergency Cabinet should be provided in each shop, containing rolls of cotton and gauze bandages, absorbent cotton, surgical and styptical gauze, tourniquet appliances, ointment for burns, bruises and cuts, antiseptic soap, and a book of emergency directions.

*Illustrated Material.*—The teaching of Household Science may be greatly helped if appropriate charts and specimens are used. Examples of these are as follows: Charts showing the comparative nutritive and economic value of foods, and the different cuts of meat properly coloured. Home-made charts may be prepared from cuts in various bulletins and text books. A bulletin board should be provided for the posting of current items of interest relating to household management. Specimens of foods and other material may be placed in jars or bottles labelled and arranged in order on shelves. Such specimens may be obtained from large manufacturers, as, for instance, the makers of cocoa, flour, cereals, cottons, linens, etc.

*Library.*—Every Household Science department should be furnished with a reference library. A list of suitable books will be found in the Reference Catalogue

issued by the Department of Education. Two or three of the best housekeeping magazines should be taken and the reading of the pupils should in all cases be directed. If a dining-room is provided it may be used as a reading-room also when not required for table service. A school scrap book will be of service for keeping recipes and newspaper and other cuttings.

### III. Description of Accommodations and Equipment for Manual Training in City and Town Schools

The following description of the accommodations and equipment for Manual Training applies especially to Urban Schools and is *pro tanto* applicable to the provision for Technical and Industrial classes in Wood-working,, Wood-turning, Forging, and Machine shop practice.

#### Accommodations

When accommodation has yet to be provided, Boards should erect a separate building adjacent to the school with accommodations as detailed below. When rooms in a building already erected are to be adapted, the conditions detailed below should be observed, as far as practicable. As a general prescription, it should be borne in mind that the workshops should be so situated as not to disturb the rest of the school.

*Woodworking Shop.*—A room 30 feet by 40 feet, situated above ground, will provide for all the requirements of wood-working and wood-turning. A basement room, unless specially erected for the purpose, is seldom satisfactory. For demonstration purposes, a portion of the shop should be set apart with two or three tiers of benches or chairs for the pupils, and with a blackboard, and a bench and set of tools for the teacher. If possible, however, a separate demonstration room* should be provided immediately adjoining the shop.

An abundant supply of light is a prime requisite for shop work. Light from above is best. Otherwise it may come from any side or from all sides. If the windows are placed 4 or 5 feet from the floor, there will be sufficient wall space for displaying panels, tool racks, charts, etc. The light should fall on the back and left-hand end of the bench or on both ends. When artificial light is needed, electric light is to be preferred, and one lamp properly guarded may be suspended over each bench or one or more electric clusters may be placed in the ceiling. In the former case, the lamp should be capable of being raised or lowered.

A special room about 18 feet by 18 feet should be provided for storage purposes adjacent to the shop, but material may be stored in the shop, where it does not interfere with the work. A store room is especially desirable where there is a large attendance of pupils. Lumber may be stored on end in a portion of the wall space, the various kinds and sizes being separated by pegs. Along one side of the storage room should be arranged 3 rows of pegs, each 1 foot apart and about 14 inches long. The first row should be placed 18 inches from the floor,

*"In the School of The Ethical Culture Society, New York, a special demonstration room is provided with desks, demonstration bench, and blackboards. A swinging blackboard is fitted into the wall, separating the demonstration room from the workshop. The working drawings of the piece of work under construction are drawn on the board, and when the class passes into the workshop the board is swung about a central pivot, and it then serves as a working plan for the class at the benches. When not in use for demonstration purposes, the room may be used as an ordinary class room. In this way convenient accommodation is provided for drawing the working plans which are ordinarily made at the bench."

the next 3½ feet, and the top 8 feet. This arrangement permits the different lengths and kinds of boards to be stored on end between the pegs, thus allowing a board of any required length to be readily selected. Along another wall should be ranged nests of pigeon holes extending from the floor to the ceiling, and providing storage for cut up material, nails, screws, hardware, etc. Doors should be provided to keep out the dust. If power is available, a circular saw may also be placed in the storage room to cut lumber into sizes suitable for class use, as it is more economical and convenient to buy the lumber in boards than in cut sizes. Finished work of small dimensions may be stored in the pigeon holes or in pigeon holes in the teachers' room; one pigeon hole, if possible, being allotted to each pupil. The size of each pigeon hole depends, of course, upon the size of the work constructed. They should be so arranged that one door will cover the work of one class. Finished work of large dimensions should be stored where suitable space is available.

*Forge Shop.*—The size of the forge shop depends on the number of forges to be installed; except in the larger cities, six are sufficient. Like the wood-working shop, the room must be adequately lighted and provided with storage accommodations for stock, fuel, and work. The light in the forge room should not shine directly on the anvil or forge. If it does, it makes it impossible to judge the proper heat of the metal. The north side of the school building is preferred, but, if possible, the forge room should be located in a one-story building with a large skylight. If the windows are a suitable distance apart, the forges may be placed between them along the wall; but an open space should be left in the centre for vice bench, tool racks, etc. As in the case of the wood-working room there should be a demonstration forge and anvil, blackboard, and tiers of seats for the pupils. The anvils should be set at such an angle to the forges that there will be plenty of elbow room and no danger of pupils interfering with each other. The floor should be concrete, but if wood is used (and it has some advantages) it should be properly protected under the forges and anvils, with sheet iron or zinc about 12 gauge.

Either of two kinds of forges may be used, *i.e.*:(1) The hand blown smoke burning, self cleaning, forced natural up draft forge with overhead piping. (2) Down draft forge, pressure and exhaust blowers, with underground piping. The underground tile piping possesses many advantages over the system of overhead piping; it does not obstruct space and light, and is indestructible and entails no further expense after initial installation. The position of the forges should, of course, be planned before the floor is laid. If it is probable that at any future time additional forges will be installed, the tiling therefor should all be laid at once; for then the additional forge connections can be made without tearing up the floor.

*Machine Shop.*—The floor of the room for machine shop practice should be solid, so that the lathes and other machines may be securely bolted to it. An auxiliary room is also needed for the storage of the numberless small tools; the shop check system of distribution of tools should be used. The machine shop should be well lighted from two opposite sides; the lathes should be placed along one side under the windows, and a bench fitted with vices for fitting, chipping and filing, along the other. At one end should be a demonstration gallery provided with blackboard, a teacher's demonstration lathe, and tiers of seats. The centre of the room is thus reserved for other power machines, such as tool grinders, shapers, drills, etc. All machines are best driven by individual motors. When overhead shafting has to be used it should be hung in such a way as to prevent vibration in the room above.

*Combined Forge and Machine Shop.*—In the majority of schools in the Province it is neither necessary nor desirable to equip one shop for forge work and another for machine shop practice. Except in the cases where large industrial classes in these subjects are probable and the room will have to be used at night, a room combining the equipment of the two will suffice. In this case windows in every available space are desirable.

*Blackboards.*—Adequate and suitably placed blackboards are indispensable for all the workshops. For details of construction consult the High School Regulations. Each should be equipped with chalk, compasses having a rubber or steel reversible point, and tee and set squares. The board should have one square edge on which a tee square may be used. This provision may be secured in one or other of two ways: Either by a sliding board in front of the fixed board or by blocking out the centre section for a distance of 1 inch. The former is to be preferred, as it provides additional space. It also allows drawings or other work on the fixed board to be covered when desired. If one section of the blackboard is provided with vertical and horizontal lines an inch apart and with isometric angle lines, it will be of great service in making freehand dimensioned sketches.

*Cloak Rooms and Lavatories.*—Where the pupils in attendance are from a school immediately adjacent, cloak rooms may not be needed; but, at centres where they come from distant schools, cloak room conveniences of the character prescribed under the High School Regulations should be provided. A wash basin or trough with hot and cold water, soap and soap receptacles, and towels should be provided in each shop.

*Emergency Cabinet.*—A First Aid Emergency Cabinet should be provided in each shop, containing rolls of cotton and gauze bandages, absorbent cotton, surgical and styptical gauze, tourniquet appliances, ointment for burns, bruises and cuts, antiseptic soap, and a book of emergency directions.

*Teachers' Room.*—A room of at least 8 by 10 feet should be provided for the teachers, furnished with a desk for correspondence, and with a cabinet for the filing of drawings, blue prints, etc. Where there are more than one teacher, a larger room is necessary. In such a room pigeon holes may also be provided for special work or to supplement the usual storage facilities of the building.

*Heating.*—Sixty degrees will afford a good working temperature. A thermometer shall be provided for each shop. Where stoves are used, they shall be surrounded by a jacket of tin, zinc or galvanized iron, and every precaution taken to prevent the ignition of shavings or other refuse.

*Ventilation.*—Provision should be made for an adequate supply of pure air at all times. There should be a complete change at least three times an hour. in the forge room special provision is necessary for carrying off the products of combustion. If the forge itself does not make this, special attention must be given to the general system of ventilation. All windows should be made to open so that these may be used if necessary.

### Equipment

1. For the lower forms of the Public School the equipment should be as follows:—

*Paper Work.*—Pencil, scissors, ruler graduated in inches, halves, quarters, and eighths, mill board for each pupil to protect the desk top, paste or other adhesive, and paper for drawing and construction.

*Cardboard Work.*—In addition, knife, compasses, set square for each pupil, one ticket punch for every five pupils, and cardboard of various weights.

*Knife Work.*—Knife, pencil, ruler, compasses, try square for each pupil, three or four small hammers, two hand screws, oil stone, oil can, and assorted brad-awls for the class, and working material.

2. For the higher forms of the Public Schools and the lower forms of the High and Continuation Schools, the equipment should be as follows:—

*Wood-working Benches.*—The benches should be placed in the best lighted part of the room in such position that the light may fall upon them from above or from the left. A space should be left between the benches to allow free passage to both pupils and teachers, with sufficient aisle space where there is a good deal of traffic. The minimum space between the back of one bench and the front of another is 30 inches; 3 feet, however, is desirable. The benches may be single or double—preferably single—well and strongly made, rigid in action, and of selected, well-seasoned maple throughout, or at least with tops of that material. These provisions are especially necessary when the Manual Training benches are used for industrial evening classes. Adjustable benches, except those with steel frames, are never satisfactory. The tops of the benches should be formed of strips 1 inch to 2½ inches wide, glued and dowelled together. They should never be made of one piece. Each bench should have two vices, one at least a rapid acting one and the other with an iron screw. If the benches are provided with tool racks, the edges of the tools should be properly guarded, and the handles should project as little as possible above the top of the benches.

NOTE.—Benches should be bought from firms that make a specialty of their construction; others are seldom satisfactory.

The benches should be equipped as follows:

| | |
|---|---|
| Bench Hook | $0 25 |
| Springfield Drawing Kit | 50 |
| Pencil Compass | 15 |
| Drawing Rule, 12 inches long, inches and centimeters | 20 |
| Bench Whisk | 09 |
| Marking gauge, No. 64½ | 27 |
| Try Square, No. 12, 6 inches | 25 |
| Jack Plane | 1 57 |
| Firmer Chisel, plain, 1 inch and handle (octagon handles) | 24 |
| Firmer Chisel, plain ¼ inch and handle " " | 21 |
| Firmer Chisel, plain, ¼ inch and handles, square edge | 12 |
| Back Saw, 10 inches, 16 teeth to 1 inch | 95 |

The following tools for general use are also necessary:

| | |
|---|---|
| 4 Smooth Planes | 7 80 |
| 4 Try Squares, No. 12, 12 inches | 2 07 |
| 1 Disston Improved Mitre Box, and Saw 22 inches, 11 teeth to 1 inch | 11 30 |
| 2 File Cards and Brushes | 50 |
| 6 Screw Drivers, round, 3 inches | 2 06 |
| 2 Screw Drivers, round, 6 inches | 40 |
| 6 Half Round Files, handled, 8 inches | 85 |
| 6 Flat Files, handled, 8 inches | 68 |
| 1 Saw File, 4 inches and handled | 10 |
| 4 Braces, 6 inches sweep | 4 40 |

| | | |
|---|---|---|
| 2 | Centre Bits, 1⅛ inches | $0 24 |
| 2 | " 1 inch | 24 |
| 2 | " ¾ " | 20 |
| 2 | " ½ " | 20 |
| 2 | " ¼ " | 16 |
| 2 | Auger Bits, ¼ inch | 40 |
| 2 | Auger Bits ⅜ inch | 40 |
| 2 | Auger Bits, ⅝ inch | 57 |
| 2 | Countersinks, metal | 10 |
| 2 | Countersinks, wood | 10 |
| 1 | Iron Rabbet Plane | 1 48 |
| 1 | Jointer Plane | 3 40 |
| 4 | Gimlets, assorted sizes | 20 |
| 6 | Brad-awls, handled, fine size | 25 |
| 4 | Steel Scrapers, convex, 2 inches wide | 80 |
| 10 | Mallets, hickory, round heads | 2 50 |
| 2 | Firmer Chisels, 1-16 inch, handled, square edge | 30 |
| 2 | Firmer Chisels, ⅛ inch, handled, square edge | 30 |
| 2 | Firmer Chisels, ¾ inch, handled, square edge | 50 |
| 2 | Bevels, 8 inch, sliding | 55 |
| 2 | Mortise gauges | 1 20 |
| 4 | Nail Sets, knurled | 30 |
| 10 | Iron Spoke Shaves | 1 34 |
| 2 | Wood Hand Screws, 10 inches | 71 |
| 4 | Iron Malleable Clamps, 4 inches | 94 |
| 2 | Oil Stones, mounted, 8 inches | 1 40 |
| 2 | Slips for gouges | 10 |
| 1 | Brass Oil Can, No. 22 | 15 |
| 2 | Pairs Pincers, 6 inches | 30 |
| 5 | Pairs Wing Dividers | 1 05 |
| 1 | Pair Cutting Pliers, side | 34 |
| 1 | Pair Round Nosed Pliers, 5 inches | 20 |
| 10 | Hammers, 13 oz., No. 2 | 6 25 |
| 2 | Firmer Gouges, 1⅛ inches and handles, octagon, boxwood | 50 |
| 2 | Firmer Gouges, ½ inch and handles, octagon, boxwood | 34 |
| 2 | Firmer Gouges, ¾ inch and handles, incannell, boxwood | 46 |
| 2 | Firmer Gouges, ½ inch and handles, incannell, boxwood | 42 |
| 4 | Bent C Tools, 1 inch and handles, octagon, boxwood | 1 20 |
| 4 | Bent C Tools, ¾ inch and handles, octagon, boxwood | 1 20 |
| 1 | Hatchet | 35 |
| 1 | Pad Saw, No. 5 | 20 |
| 2 | Turning Saws, 10 inches | 1 80 |
| 2 | Turning Saws, 12 inches | 1 80 |
| 4 | Cross Cut Saws, 22 inches | 4 40 |
| 4 | Rip Saws, 22 inches | 4 40 |
| 1 | Cupboard, lower part fitted with drawers, upper part with glass panelled doors, made in white ash, polished | 49 45 |
| 1 | Black Board, T square, 2 set squares and compasses | 4 00 |
| 1 | Saw Bench | 2 00 |

| | |
|---|---|
| 1 Tool Grinder | $4 00 |
| 1 Teacher's desk and chair | 10 00 |
| Tool Racks | |

*Wood-turning.*—Where wood-turning is carried on it will usually be in the wood-working room, and the lathes should be placed along one side under the windows. The lathe should have the following general specifications: 10-inch swing-over bed; length of bed, 3½ feet; distance between centres, 24 inches; weight, 250 lbs.; floor space over all, 3 feet 10 inches x 26 inches. Each lathe should be provided at the back with a shelf and tool rack. A comprehensive tool equipment for each lathe is as follows:—

| | |
|---|---|
| Turning gouges, ½-inch and ¾-inch | $0 54 |
| Flat Turning Chisels, 5-16-inch and ¾-inch | 60 |
| Round-nose Chisels, 5-16-inch and ⅝-inch | 47 |
| Square Chisels, ¼-inch and 1-inch | 42 |
| Parting tool, 3-16-inch | 37 |
| Paring Gouges, ½-inch and 1-inch | 94 |
| Washita Oil Stone | 49 |
| Washita Slip Stone | 03 |
| Pair 6-inch Calipers | 61 |
| Oil can | 20 |
| Dust Brush | 23 |
| Rule | 10 |
| Total cost of tools for each lathe | $5 00 |

*Metal-working Benches.*—More or less simple metal work is often introduced in connection with the course in wood-work. The bench for this should be strongly built with a flat top constructed of strips, as prescribed above for the wood-working benches, along one side of the room and equipped with one or two machinist's vices. A vice with an anvil cast with it will be most serviceable; this bench will also be useful in assembling larger work.

*Glue and Stain Benches.*—Though the use of cold liquid glue is becoming common, an ordinary gas ring, properly protected, should be provided for preparing and heating glue. Glue, finishes, and stains should never be used at the wood-working benches. A cupboard, the front of which lets down to form a bench, covered with zinc, may be used for storing and using these materials.

*Forge Shop.*—Except in the larger cities six forges are sufficient. Each forge should be provided with the following:

1 anvil (100 to 125 lbs.) set on hardwood block, suitably bedded in the ground at least 18 inches; 1 toolstand, 14 inches by 21 inches by 27 inches high. This may contain three or more drawers for storage of work on which each boy is engaged: anvils cost from 10 to 12 cents per lb.

Also one each of the following: fire set; ¼-inch flat jaw tongs, 16 inches; ⅜-inch flat jaw tongs, 16 inches; ½-inch flat jaw tongs, 16 inches; ¾-inch flat jaw tongs, 16 inches; gad tongs, pick-up tongs, 1⅛ inches; hot chisel (square stock) 1⅛ inches; hammer (square face); flatter, 2 inches (square face); ¼-inch round hand punch; 1½ or 1¼-inch ball pein-hammer; caliper rule; 1 centre punch. Estimated cost, $38.00.

The following tools for general use are also necessary: 1 hardie, 1 cold set, 1 pair ⅜-inch fullers, 1 pair ¾-inch fullers, 1 brass 2-ft. rule, 1 pair 9-in. calipers, 1 pair 4-in. outside calipers, 1 steel square, 1 light forging hammer, 1 heavier forging hammer, 1 sledge hammer (8 lbs.) for every three pupils. Estimated cost $18.00.

*Machine Shop.*—The work in this course falls naturally into three divisions.

1. Ornamental Work in Brass and Copper.—The equipment needed is as follows: Anvils and hammers of various shapes, an annealing tray (if a forge is not available), a box large enough to hold 2 gallon stone jars, and about half a bushel of sawdust, a pair of blacksmith's tongs, cutting shears straight and curved, steel square, jeweller's saw frame, piercing saw, breast drill and assortment of drills, compasses, calipers, surface plate, assortment of files, sandbag or engraver's pad, pitch block, set of chasing tools and punches, set of dapping tools, a dapping die, flat, round nosed and pointed pliers. Estimated cost, $60.00 (for 10 pupils).

2. Chipping and Filing.—The equipment for chipping and filing consists of heavy benches fitted with machinist's vices, one for every boy under instruction at one time. The vices should be of various patterns, and each vice should be equipped with the following tools:

| | |
|---|---|
| 3-16-inch square file, 6 inches | $0 08 |
| Flat bastard file, 12 inches | 17 |
| Hand second cut file, 12 inches | 22 |
| Half round bastard file, 10 inches | 15 |
| Smooth file, 7 inches | 10 |
| Half round second cut file, 5 inches | 09 |
| Pillar file, 6 inches | 09 |
| Taper saw file, 6 inches | 06 |
| 1-lb hammer | 45 |
| File card | 08 |
| 4-inch spring divider | 31 |
| 3-inch steel scale | 32 |
| 4-inch steel square | 2 00 |
| Centre punch | 11 |
| Scriber | 12 |
| Cold chisel | 08 |
| Cape chisel | 15 |
| Round nose chisel | 11 |
| Pair of copper vice jaws | 75 |
| Total cost | $5 44 |

3. Lathe and Machine Work.—2 engine lathes 10 inches swing, 4 feet bed; 1 speed lathe 10 inches swing, 4 feet bed. Each lathe to be fitted with the necessary attachments driven by individual motor if possible, and supplied with the following tools:

| | |
|---|---|
| Diamond point tool | $0 48 |
| Round nose tool | 48 |
| Side tool | 48 |
| Parting tool | 48 |

| | |
|---|---|
| Thread tool | $0 48 |
| Centre punch | 11 |
| 4-inch spring calipers | 31 |
| 4-inch inside calipers | 27 |
| 6-inch steel scale | 60 |
| Centre gauge | 20 |
| Lathe dog, ½-inch, ¾-inch, 1-inch and 1½-inch | 1 52 |
| Total Cost | $5 41 |

If the lathes are not driven by individual motors, the necessary shafting, pulleys, balls, and hangers must be supplied.

1 12-inch drill press with capacity to drill 1¼-inch hole, automatic feed.

1 Grindstone and trough.

1 Power Hack Saw.

A small planer or shaper may be added if desired. In addition to the above the machine shop equipment comprises numerous small tools, too many to enumerate, and varying in quality and kind. These can be added as the work demonstrates their necessity.

*Combined Forge and Machine Shop.*—The following is a list of a combined equipment.

| | |
|---|---|
| Engine Lathe | $236 75 |
| One additional lathe to be provided. | |
| Grinding machine with two emery wheels | 34 00 |
| Wet Tool Grinder | 155 00 |
| Two Forges with Motors | 128 00 |
| No. 2 Power hack saw | 24 00 |
| No. 16 back-geared Shaper | 270 25 |
| Two 90-lb. anvils | 22 50 |
| Sensitive drill | 42 00 |
| Back geared drill | 80 00 |
| 12 bench vices | 67 70 |

*Illustrative Material.*—As the rooms set apart for Manual Training are usually class rooms as well as workshops, the question of cultivating the taste of the pupils should not be lost sight of. Material may be obtained for this purpose, which is also illustrative of the shop work. Examples are: Panels of specimen woods, cones from the various evergreens, pressed leaves of the hard woods, photographs of lumber industries, forest scenes, framed prints of the principal lumber furnishing trees, etc. Panels should also be provided with specimen tools, the parts of which have been separated and named. Specimens may also be obtained from manufacturers showing the steps in the manufacture of the tools; also blue prints used in the local factories.

*Library.*—Each Manual Training Centre should be furnished with a book-case and a rack for magazines and illustrated catalogues. Many firms publish the latter richly illustrated with actual photographs, which can be used in teaching design and proportion. A scrap book in which to store drawings, cuttings, and photographs is also desirable. For suitable reference books, see Reference Catalogue issued by the Department of Education.

## IV. Special Regulations for the Establishment and Maintenance of Elementary Household Science Classes in Village and Rural Schools

### Establishment, Maintenance, and Legislative Grants

1. The Public or Separate School Board of Trustees of a village or rural school which is unable to avail itself of the provisions of the General Regulations, but which maintains classes in Elementary Household Science satisfactory to the Minister of Education, employs a teacher with a Departmental Certificate in this subject, and provides accommodations and equipment satisfactory to the Minister, shall be paid an initial grant not exceeding $50 and a subsequent annual grant of $30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction in the subject. In no year, however, shall the Legislative Grant exceed the total expenditure of the Board for these classes.

2. The accounts of the classes in Elementary Household Science shall be kept separate from the general school expenditure, and grants made must be expended solely for these classes. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education.

3. A definite place shall be provided for all the classes in the time table, satisfactory to the Inspector of Household Science.

4. On the report of the Inspector of Household Science that the organization and the teaching are satisfactory, an annual grant of $30, in addition to the regular salary paid by the School Board, will be paid by the Minister out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds also a certificate in Household Science, and who gives instruction in accordance with the regulations of the Department of Education.

5. If in any year the amount voted by the Legislature is insufficient to pay the grants in full, or if there is a balance over, the Minister may make a *pro rata* reduction or increase.

6. The foregoing provisions shall not apply to schools receiving grants for Household Science under the General Regulations. The grants made to them cover the Household Science of all the classes.

7. When an equipment on which the Legislative Grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to another school in the Province.

### Accommodations

The following description of Household Science accommodations applies to the Schools provided for above:

*Cookery, Sanitation, and Hygiene.*—If a separate room is provided, the General Regulations as to the accommodations apply. But such a room, though desirable, will be seldom available, and the elementary work may be done in the school room with the equipment given below. The trestle tables may be placed at one end and removed when not in use. If this is not practicable, the trestles may be placed across the desks in such a way that the pupils may work on each side. If the teacher's table has a flat top, this may be used in addition. The trestles may even be dispensed with and the table tops placed across the desks.

The Board shall also provide facilities for storing the utensils, supplies, and other requisites.

### Equipment

*Kitchen Utensils.*—Where gas stoves, plumbing, and a separate room are not available, the equipment should be as follows:

#### No. 1 Equipment for 12 Pupils

| | | | |
|---|---|---|---|
| 5 Trestle tables | $20 55 | 4 Wash basins | $0 92 |
| 12 Brown bowls | 85 | 3 Draining pans | 69 |
| 12 Bread tins | 95 | 2 Tin dippers | 40 |
| 12 Teacups and saucers | 1 25 | 1 Colander | 35 |
| 12 Tin measuring cups | 1 25 | 1 Pan, enamel | 18 |
| 12 Egg beaters | 30 | 1 Emery knife | 20 |
| 12 Forks | 50 | 2 Pepper shakers | 1 50 |
| 12 Case knives | 1 25 | 1 Bell | 50 |
| 12 Paring knives | 1 25 | 6 Stoves (kerosene) | 6 00 |
| 12 Plates | 85 | 6 Soup plates | 60 |
| 12 Sauce pans | 1 68 | 1 Jug | 45 |
| 24 Tea spoons | 40 | 1 Sauce pan | 23 |
| 12 Wooden spoons | 60 | 1 Sauce pan | 30 |
| 12 Stew pans | 2 40 | 1 Covered kettle | 60 |
| 12 Strainers | 65 | 4 Dish pans | 2 00 |
| 2 Trays | 80 | 6 Broilers | 48 |
| 1 Bowl, yellow | 25 | 3 Cake tins | 35 |
| 1 Bowl, yellow | 35 | 4 Graters | 40 |
| 1 Bowl, yellow | 45 | 3 Strainers | 75 |
| 1 Pr. scissors | 50 | 24 Pattie pans | 20 |
| 6 Frying pans | 90 | 2 Fibre pails | 70 |
| 3 Tea strainers | 15 | 1 Pail, enamel | 70 |
| 1 Butcher knife | 30 | 3 Match box stands | 24 |
| 1 French knife | 60 | 3 Soap dishes | 25 |
| 2 Spatulas | 80 | 12 Salt shakers | 1 50 |
| 2 Table spoons | 13 | 2 Lemon reamers | 40 |
| 4 Brushes | 20 | 12 Dinner plates | 1 25 |
| 2 Stove mitts | 50 | 4 Jugs | 60 |
| 4 Asbestos mats | 20 | 3 Tea kettles | 2 70 |
| 1 Cork screw | 25 | 1 Sauce pan | 25 |
| 4 Egg beaters | 60 | 1 Double boiler | 85 |

1 Stove to burn coal or wood $30 00

Total cost, $98.25. The stove in the above list may be replaced by a $20.00 wood stove, or by a $10.00 two-burner coal-oil stove, in which case the total cost becomes $88.25 or $78.25.

#### No. 2 Equipment

A less expensive equipment with which much useful work may be done is as follows:

| | | |
|---|---|---|
| 1 Oil stove | 1 Measuring cup | 1 Dish pan |
| 1 Tea kettle | 1 Strainer | 1 Rinsing pan |
| 1 Saucepan | 1 Cork screw | 1 Draining pan |
| 1 Frying pan | 1 Egg beater | 1 Garbage crock |

1 Double boiler
1 Toaster
2 Asbestos mats
6 Knives
1 French knife
6 Tablespoons
24 Teaspoons
24 Forks
2 Wooden spoons
1 Dover egg beater
6 Plates
2 Granite plates
1 Tea pot
2 Bowls
1 Lemon reamer
1 Grater
1 Salt shaker
1 Pepper shaker
1 Soap dish
1 Scrub basin
1 Scrub brush (small)
3 Dusters
3 Dish cloths
6 Dish towels
3 Scrub cloths
1 Pot holder

Estimated cost about $10 or $12.

*Sewing Room.*—Where the sewing prescribed in the course of study for the different Forms is taken in the ordinary class room, as will almost invariably be the case, the following equipment will be sufficient for each pupil:

A work box containing scissors, thimble, thread, cushion and pins, needles, measure and emery, and costing from 50c. to 75c. per set, is required. The boxes may be made of millboard, or candy boxes may be used. A special cupboard should be provided for these boxes and the working material. A demonstration frame of coarse canvas and mounted on a stand is also useful to teach the various stitch forms.

## V. Regulations for the Establishment and Maintenance of Elementary Manual Training Classes in Village and Rural Schools

### Establishment, Maintenance, and Legislative Grants

The Public or Separate School Board of Trustees of a rural or village school which is unable to avail itself of the provisions of the General Regulations, but which maintains classes in Elementary Manual Training, satisfactory to the Minister of Education, employs a teacher with a Departmental Certificate in this subject, and provides accommodations and equipment satisfactory to the Minister, shall be paid an initial grant not exceeding $50 and a subsequent annual grant of $30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction on this subject. In no year, however, shall the Legislative Grant exceed the total expenditure of the Board for these classes.

2. The accounts of the classes in Elementary Manual Training shall be kept separate from the general school expenditure, and the grants made must be expended solely for these classes. The totals of the receipts and expenditures shall, however, be included in the General Financial Statement of the Board to the Department of Education.

3. Much of the work in Elementary Manual Training may be done out of school hours, but a definite place must be provided for all the classes in the time table, satisfactory to the Inspector of Manual Training.

4. On the report of the Inspector of Manual Training that the organization and the teaching are satisfactory, an annual grant of $30, in addition to the regular salary paid by the School Board, will be paid by the Minister also out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds also a certificate in Manual Training, and who gives instruction in accordance with the regulations of the Department of Education.

5. If in any year the amount voted by the Legislative is insufficient to pay the grants in full or if there is a balance over, the Minister may make a *pro rata* reduction or increase.

6. The foregoing provisions shall not apply to any School receiving grants for Manual Training under the General Regulations. The grants made to them cover the Manual Training of all the Forms.

7. When an equipment on which the Legislative Grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to another school in the Province.

### Accommodations

The following description of the Manual Training accommodations applies to the schools provided for above, the Manual Training of the lower forms being taken at the school desks:

*Wood-working.*—The accommodation may be of three kinds. First, a small room adjoining the school room; second, a part of the school room itself; third, a basement or shed. Where space will permit, provision may be made in the school room by fitting a continuous bench with a top 18 inches in width and about 2 feet 7 inches in height. A length of 8 feet will accommodate five boys working at one time. These benches are best placed under the window.

A chest or cupboard should be provided to hold the above general tools, which should be so placed that their cutting edges are protected.

Before every vacation, both bench and general tools should be wiped with an oily rag and placed carefully away, out of the reach of damp, in order that rust may be avoided. When it is desirable to save space, a tool cupboard may be conveniently fitted within the framing of the bench.

The Board shall also provide facilities for storing the necessary tools, materials, and other requisites.

### Equipment

1. For the lower forms the equipment should be as follows:—

*Paper Work.*—Pencil, scissors, ruler graduated in inches, halves, quarters, and eighths, millboard for each pupil to protect the desk top, paste or other adhesive, and paper for drawing and construction.

*Cardboard Work.*—In addition, knife, compasses, set square for each pupil, one ticket punch for every five pupils, and cardboard of various weights.

*Knife Work.*—Knife, pencil, ruler, compasses, try square for each pupil, three or four small hammers, two hand screws, oil stone, oil can, and assorted brad-awls for the class, and working material.

2. For the higher forms the equipment should be as follows:—

*Wood-working.*—(1) The following set of tools for each bench or bench place:

Bench hook, drawing kit, pair of compasses, rule 2 ft., marking gauge, try square, jack plane, firmer chisel 1-in., firmer chisel, ½-in., firmer chisel ¼-in., tenon saw, bench whisk. Estimated cost, $5.00.

2. The following general tools:

Smoothing, plane, try square 12-in., two screw drivers, two braces with assorted bits, metal and wood countersinks, two gimlets, two brad-awls, one bevel, one mortise gauge, two nail sets, one wood hand screw, one pair pincers, one pair wing dividers, one pair cutting pliers, four hammers, one hatchet, one pad saw, one rip saw, one cross-cut saw, one oilstone. Estimated cost, $10.50.

In addition to the above general equipment, every school should have a large tee square, two set squares, 45 degrees and 60 degrees, a graduated rule and a pair of compasses for blackboard use.

## VI. Teachers' Certificates in Manual Training and Household Science

### Elementary Certificates

1. Elementary certificates in Manual Training and Household Science will be granted by the Department of Education to the following classes of students and on the following conditions:

(1) To Grade A Normal School students who have passed the final examination of the Normal Schools and have taken, from April to the end of June, the prescribed course in Manual Training at the Ontario Agricultural College, Guelph, or in Household Science at the University of Toronto, and have passed the prescribed final examinations.

(2) To other Normal School students who have taken the High School course in Manual Training or in Household Science and have passed the special examination in these subjects at the close of the High School Course, who have passed the Normal School June final examination, who have taken the prescribed Summer School courses in July in Household Science at the University of Toronto, or in Manual Training at the Ontario Agricultural College, Guelph, and who have passed the prescribed final examinations.

(3) To teachers with First, Second, or Third Class certificates who have taken the two prescribed Summer School courses in July in Household Science at the University of Toronto, or in Manual Training at the Ontario Agricultural College, Guelph, with directed Winter's reading courses, and have passed the prescribed final examinations.

### Interim Ordinary Certificates in Household Science

2. After June, 1913, only the courses in Household Science at the Macdonald Institute, Guelph, will be recognized by the Department of Education for Interim Ordinary certificates in Household Science.

3. Application for admission shall be made to the President of the Ontario Agricultural College, Guelph, not later than September 1st.

4. To be admitted, each applicant shall forward with her application the following certificates:

(1) Her professional First or Second Class certificate.

(2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher, and, especially, that she is free from serious pulmonary affection and from seriously defective eyesight or hearing.

5.—(1) The course shall extend over one year.

(2) On passing the final examination on the course prescribed, the candidate will be granted an Interim Ordinary certificate.

### Interim Specialists' Certificates in Household Science

6. Graduates in Arts in the Department of Household Science of the University of Toronto shall be entitled to an Interim Specialist's certificate in Household Science on completing the professional course at the Faculty of Education.

### Permanent Certificates in Household Science

7. An Interim Ordinary or Specialist's certificate will be made permanent on the report of the Inspector that the holder has completed satisfactorily two years' service as teacher of Household Science in one or more of the schools of the Provincial system.

### Interim Ordinary Certificates in Manual Training

8. The training of teachers of Manual Training is provided for in the Macdonald Institute, Guelph.

9. Application for admission shall be made to the President of the Ontario Agricultural College, Guelph, not latter than September 1st.

10. To be admitted, each applicant shall forward the certificates required from applicants for admission to the course in Household Science, as detailed in Reg. 4 above.

11.—(1) The course shall extend over one year.

(2) On passing the final examination on the course prescribed, the candidate will be granted an Ordinary Interim certificate.

### Interim Specialists' Certificates in Manual Training

12. The holder of an ordinary certificate in Manual Training who presents evidence of at least one calendar year's employment as a mechanic in a shop shall be granted in Interim Specialist's certificate in Manual Training, the evidence and character of such employment to be satisfactory to the Minister.

### Permanent Certificates in Manual Training

13.—(1) An Interim Ordinary certificate will be made permanent on the report of the Inspector that the holder has completed satisfactorily at least two years' service as a Manual Training Teacher in one or more of the schools of the Provincial system, and has been employed as a mechanic in a shop for at least two months, the evidence and character of such employment to be satisfactory to the Minister.

(2) An Interim Specialist's certificate will be made permanent on the report of the Inspector that the holder has completed satisfactorily two years' service as a teacher in one or more of the schools of the Provincial system.

(3) The employment prescribed in 12 and 13 (1) above may be taken at different times, and before or after the completion of the course at the Macdonald Institute.

### Value of Certificates in Household Science and Manual Training

14.—(1) With the approval of the Minister, the Elementary certificates in Manual Training and Household Science shall be valid in Rural or Village Public or Separate Schools where most of the teacher's time is given to the general work of the school programme.

(2) The certificates in the Industrial Arts, granted heretofore, are of the same value as the elementary certificates in Manual Training to be granted under these Regulations.

15. Any person holding an Ordinary or Specialist's certificate in Household Science or Manual Training shall be legally qualified to teach that subject in any of the schools of the Province, but Specialists shall have the preference in appointments to the staffs of the Collegiate Institutes, and, as soon as the supply is adequate, Specialists alone shall be qualified to hold positions in Collegiate Institutes.

### Exemptions

16. The foregoing Regulations in regard to the courses and certificates in Household Science and Manual Training shall not affect the status of any one now qualified as a teacher in either of these departments under the Regulations of the

Department of Education, or the claims of any students who have commenced courses under the old regulations, provided they complete them by July, 1913.

NOTE.—The Syllabuses of the various courses may be obtained as follows:

From the Registrar of the University of Toronto, the Syllabuses of the Courses for Elementary and for Specialists' Certificates in Household Science; and, from the President of the Ontario Agricultural College, Guelph, the Syllabuses of the courses for all the Certificates in Manual Training and for the ordinary Interim Certificates in Household Science.

### Instructions and Regulations

Instructions may be issued by the Minister of Education from time to time to Inspectors or other officers in carrying out the provisions of these Regulations.

All former Regulations of the Department of Education that are inconsistent with these are hereby repealed.

January, 1912.

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## TO THE SCHOOL PRINCIPAL

(Re National Sanitarium Association)

The Minister of Education has had under consideration the representations made to him on behalf of the National Sanitarium Association in favour of the efforts being put forth by the Association to exterminate tuberculosis. In view of the fact that there is a general movement to direct attention to the work of the Association, the Minister desires to notify school boards that the Department approves of the object aimed at by the Association and recommends that on the closing day of school before the Christmas holidays, the trustees or the Principal of the school call attention to the duty of combating the disease, and make such use of the printed statements now being issued as may be deemed expedient. These documents may be secured from the secretary, Mr. R. Dunbar, Secretary-Treasurer of the National Sanitarium Association, 347 King Street West, Toronto.

November 15, 1912.

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## OFFICIAL CALENDAR FOR THE YEAR 1913

(Form 94)

### Teaching Days for 1913

High, Continuation, Public and Separate Schools have the following number of teaching days in 1913:

DATES OF OPENING AND CLOSING

| | | | |
|---|---|---|---|
| Open | 3rd January | Close | 20th March |
| Re-open | 31st March | Close | 27th June |
| Re-open | 2nd September | Close | 22nd December |

| | | | |
|---|---|---|---|
| January | 21 | July | .. |
| February | 20 | August | .. |
| March | 15 | September | 21 |
| April | 22 | October | 23 |
| May | 22 | November | 20 |
| June | 19 | December | 16 |
| | 119 | | 80 |
| | | Total | 199 |

NOTE.—Christmas and New Year's holidays (23rd December, 1913, to 4th January, 1914, inclusive), Easter holidays (21st March to 30th March, inclusive), Midsummer holidays (from 28th June to 1st September, inclusive), all Saturdays and Local Municipal Holidays, Dominion or Provincial Public Fast or Thanksgiving Days, Labour Day [1st Monday (1st) of Sept.], Victoria Day, the anniversary of Queen Victoria's Birthday (Saturday, 24th May), and the King's Birthday (Tuesday, 3rd June), are holidays in the High, Public and Separate Schools, and no other days can be deducted from the proper divisor, except the days on which the Teachers' Institute is held. The above-named holidays are taken into account in this statement, so far as they apply to 1913, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

## OFFICIAL CALENDAR

The italicized portions in parentheses give the wording of the statute and regulations as the authority for the dates.

*January*:

1. NEW YEAR'S DAY (Wednesday).
   By-laws for establishing the withdrawal of union of municipalities for High School purposes to take effect. [H. S. Act, sec. 6 (1) (2)]. (*1st January.*)
   First meeting of Rural School Trustees. [P. S. Act, sec. 68 (1)]. (*Wednesday following the annual meeting.*)
   Polling day for trustees in Public and Separate Schools. [P. S. Act, sec. 60 (c); S. S. Act, sec. 31 (3)]. (*1st Wednesday in January.*)
3. High, Continuation, Public and Separate Schools open. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 81]. (*3rd day of January.*)
4. Truant Officers' Reports to Department due. (*Not later than 5th January.*)
7. Principals of High and Continuation Schools and Collegiate Institutes to forward supplementary report *re* changes in staff, etc. (*Not later than 7th January.*)
   Clerks of Municapilities to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 47 (1)]. (*Before 2nd Wednesday in January*).
   Provincial Normal Schools open (Second term).
9. First meeting of Municipal Boards of Education. (*Thursday after first Monday in January*). [B. of E. Act, sec. 9].
13. Appointment of High School Trustees by Municipal Councils other than County. [H. S. Act, secs. 14, 21 (1); see also Mun. Act, secs. 259, 587]. (*2nd Monday in January*).
    Annual meeting of Rural Municipal Public Library Associations. (*2nd Monday in January*). [P. L. Act, sec. 19 (4)].
14. Annual Reports of Boards in cities and towns to Department due. (*Before 15th January*).
    Secretaries of Rural School Boards to notify Inspector and Municipal Clerk of names and post office addresses of Trustees and Teachers. (*Before 15th January*). [P. S. Act, sec. 76 (c)].

15. Trustees' Annual Reports to Inspectors due. [P. S. Act, sec. 76 (e); sec. 118]. (*On or before 15th January.*)
Annual Reports of Kindergarten attendance to Department due. (*Not later than 15th January*).
Annual Reports of Separate Schools due. [S. S. Act, sec. 28 (18); 33 (9)]. (*On or before 15th January*).
15. Annual Reports from High School Boards and from Continuation Schools to Department due. [H. S. Act, sec. 24 (1)]. (*On or before 15th day January*).
First meeting of Public School Boards in cities, towns and incorporated villages. [P. S. Act, sec. 67 (1)]. (*3rd Wednesday in January.*)
28. Appointment of High School Trustees by County Councils. [H. S. Act, secs. 14, 21 (1); see also Mun. Act, 259, 587]. (*4th Tuesday in January*).
31. Rural Boards of Trustees may appoint Truant Officer if Township Council neglects to. (*Council to appoint before 1st February*). [Truancy Act, sec. 7 (5)].

*February*:

1. Inspectors' Annual Reports to Department due. (*On or before 1st February*).
5. First meeting of High School Boards and Union Boards of Education. [H. S. Act, sec. 22 (1)]. [B. E. Act, sec. 16]. (*1st Wednesday in February*).
15. Public Library Board to submit estimate to Municipal Council of several sums required. (*On or before 15th February*). [P. L. Act, sec. 10].

*March*:

1. School Boards in unorganized Townships to appoint Assessors. (*Not later than 1st March*). [P. S. Act, sec. 34 (1)].
Separate School supporters to notify Municipal Clerks. [S. S. Act, sec. 42 (1)]. (*On or before 1st March*).
13. Normal School Final Examination for Grade A Students begins.
20. Normal Schools close before Easter Holidays.
High, Continuation, Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7; Sep. Sch. Act, sec. 81]. (*Thursday before Easter Sunday*).
21. Good Friday.
24. Easter Monday.
25. Annual meeting of the Ontario Educational Association at Toronto. (During Easter Vacation).
31. Night Public Schools close (Session 1912-1913). Reg. 12. (*Close 31st March*).
High and Continuation Schools, third term, and Public and Separate Schools open after Easter Holidays. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 81]. (*Second Monday after Easter Sunday*).

*April*:

1. Returns by Clerks of counties, cities, etc., of population, to Department, due. [P. S. Act, sec. 40]. (*On or before 1st April*).
Normal Schools open after Easter Holidays.
15. Reports on Night Public Schools due (Session 1912-1913). (*Not later than the 15th April*).
19. Notice by candidate for Junior High School Entrance and Junior Public School Graduation Diploma Examinations, to Inspectors, due (*before April 20th*). High School Regulation 15, Public School Regulation 19 (7) (d).
24. Inspectors report number of candidates for Junior High School Entrance and Junior Public School Graduation Diploma Examinations (*not later than April 24th.*) High School Regulation 16.

30. Notice by candidates to Inspectors due for Senior High School Entrance, Senior Public School Graduation Diploma and the Model School Entrance Examinations and the Lower School Examination for Entrance into the Normal Schools and Faculties of Education (*before May 1st*). High School Regulations, Page 55, and Public School Regulation 19 (7) (c).

*May*:

1. University of Toronto Examinations in Arts, Law, Pharmacy, Music and Agriculture begin.
2. Inspectors report number of candidates for Senior High School Entrance, Senior Public School Graduation Diploma and the Model School Entrance Examinations and the Lower School Examination for Entrance into the Normal Schools and Faculties of Education.

   Arbor Day (*1st Friday in May*).
14. Notice by candidates to Inspectors due for the following examinations:—The Middle School Examination for Entrance into the Normal Schools, The Upper School Examination for Entrance into the Faculties of Education, the Pass and Honour Matriculation Examinations (*before May 15th*). High School Regulations, page 55.
16. Inspectors report number of candidates for above examinations. (*Not later than May 16th*).
23. Empire Day. (*1st School day before 24th May*).
24. Victoria Day (*Saturday*).
31. Assessors to settle basis of taxation in Union School Sections. [P. S. Act, sec. 29 (1)]. (*Before 1st June*).

    Collectors in Unorganized Townships to report to Sheriff uncollected rates for previous year. (*On or before 1st June*). [P. S. Act, sec. 37 (3)].

    Assessor in Unorganized Townships to return assessment roll. (*Not later than 1st June*). [P. S. Act, sec. 34 (4)].

    Public and Separate School Boards to appoint representatives on the High School Entrance Boards of Examiners. [H. S. Act, sec. 46 (b)]. (*On or before 1st June*).

    By-law to alter school boundaries or form Consolidated School Sections—last day of passing. [P. S. Act, sec. 15 (2)]. (*Not later than 1st June*).

*June*:

3. King's Birthday (*Tuesday*).
9. Senior High School Entrance and Senior Public School Graduation Diploma Examinations, and the Examination for Entrance into the Model Schools begins.
11. The Lower School Examination for Entrance into the Normal Schools and into the Faculties of Education begins.
12. Upper School Examination for Entrance into the Faculties of Education and Honour and Scholarship Matriculation Examinations begin. Normal School Final Examination begins.
13. University Pass Matriculation Examination begins.
16. Junior Public School Graduation Diploma Examination begins.
17. University Commencement.
18. Junior High School Entrance Examination begins.
20. Provincial Normal Schools close.
21. Inspectors' report on Legislative grant due. (*Not later than 22nd June*).
23. Middle School Examination for Entrance into the Normal Schools begins.

27. High, Continuation, Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7.] [S. S. Act. sec. 81]. (*End on 29th June.*)
30. Protestant Separate School Trustees to transmit to County Inspectors pupils' names and attendance during the last preceding six months [S. S. Act, sec. 12]. (*On or before 30th June*).
Trustees' Financial Statements of Continuation Schools and Fifth Forms, to Inspector, due. (*Not later than June 30th.*)
Report on inspectoral visit of City Inspector, due. [Instructions, 16 c]. (*Not later than June 30th*).

*July*:

1. Dominion Day (*Tuesday*).
Arbitrators to settle basis of taxation in Union School Sections if Assessors disagree. (*On or before 1st July*). [P. S. Act, sec. 29 (5)].
Last day for establishing new High Schools by County Councils. [H. S. Act, sec. 7]. (*On or before 1st July*).
3. Summer Schools open.
15. Inspectors' reports of Fifth Forms due. (*On or before 15th July*).

*August*:

1. Legislative grant for Urban Public and Separate Schools payable to Municipal Treasurers, for Rural Public and Separate Schools payable to County Treasurers and first instalment to District Trustees, and special grant to Urban School Boards. [D. E. Act. sec. 6]. (*On or before 1st August*).
Notice by Trustees to Municipal Councils respecting indigent children, due. [P. S. Act, sec. 72 (1); S. S. Act, sec. 28 (13)]. (*On or before 1st August*).
Estimates from School Boards to Municipal Councils for assessment for School purposes, due. [H. S. Act, sec. 24 (h); P. S. Act, sec. 72 (n); S. S. Act, sec. 28 (9); sec 33 (5)]. (*On or before 1st August*).
High School Trustees to certify to County Treasurers the amount collected from county pupils. [H. S. Act, sec. 24 (k)]. (*On or before 1st August*).
11. Examinations for Commercial and Art Specialists begin.
15. Last day for receiving applications for admission to Model Schools. [Model School syllabus].
30. Last day for receiving appeals against the Midsummer Examinations. [H. S. Regs., Page 60, sec. 17 (2)]. (*Before September 1st*).

*September*:

1. Last day for receiving application to write on Supplemental Matriculation Examination. [Cir. 24]. (*Up to September 1st*).
Labour Day. (*1st Monday in September*).
2. High, Continuation, Public and Separate Schools open. [H. S. Act. sec. 51. (High Schools open, *1st Tuesday in September*)]. P. S. Act, sec. 7; S. S. Act, sec. 81]. (*1st day of September*).
Last day for receiving applications for admission to Normal Schools. [Normal School syllabus].
Model Schools open. [Model School syllabus].
8. Supplemental Matriculation Examination begins.
9. September Normal Entrance Examination in Lower School subjects begins.
23. Normal Schools open. [Normal School syllabus].
30. Trustees to report to Inspector amount expended for Free Text Books. (*Before 1st October*). Reg. 114.

*October*:

1. Principals of High and Continuation Schools and Collegiate Institutes to forward list of teachers, etc. (*Not later than Oct. 1st*).
Municipal Council declares by resolution for forming Municipal Board of Education. (*On or before 1st October.*) [Board of E. Act, sec. 4 (1)].
Notice by Trustees of cities, towns, incorporated villages and township Boards to Municipal Clerks to hold Trustee elections on same day as Municipal elections, due. [P. S. Act, sec. 61 (1)]. (*On or before 1st October*).
Night Public Schools open (Session 1913-1914). Reg. 12. (*Begin on 1st October.*
15. Trustees' report on purchase for Public School Libraries, to Inspectors, due. (*On or before 15th October*).
Legislative grant payable to Trustees of Rural Public and Separate Schools in

*November*:

1. Inspectors' reports on Rural Library grants due. (*Not later than 1st November*).
Inspectors' application for Legislative aid for Free Text Books to Rural Schools. (*Not later than 1st November*).

*December*:

1. Last day for appointment of School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 78 (1); S. S. Act, sec. 28 (5)]. (*On or before 1st December*).
Township Clerk to furnish to the School Inspector information of average assessment, etc., of each School Section. (*On or before 1st December*). [P. S. Act, sec. 48 (4)].
Legislative grant payable to Trustees of Rural Public and Separate Schools in Districts, second instalment. [D. E. Act, sec. 6 (i)]. (*On or before 1st December*).
8. Model School Final Examination begins.
9. Returning officers named by resolution of Public School Board. [P. S. Act, sec. 60 (b)]. (*Before 2nd Wednesday in December*).
Last day for Public and Separate School Trustees to fix places for nomination of Trustees. [P. S. Act, sec. 60 (b); S. S. Act, sec. 31 (5)]. (*Before 2nd Wednesday in December*).
12. Model Schools close. [Model School Syllabus].
13. Local assessment to be paid Separate School Trustees. [S. S. Act, sec. 58]. (*Not later than 14th December*).
15. County Council to pay $500 to High School and Continuation School where Agricultural Department is established. (*On or before 15th December*). [Cont. S. Act, sec. 10 (3); H. S. Act, sec. 33 (2)].
Municipal Councils to pay Municipal Grants to High School Boards. H. S. Act, sec. 33 (1), 35 (1-4)]. (*On or before 15th December*).
19. Normal Schools (first term) close. [Normal School syllabus].
22. High, Continuation, Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, Sec. 81]. (*End 22nd December*).
25. Christmas Day (Thursday).
New Schools, alterations of School boundaries and Consolidated Schools go into operation or take effect. [P. S. Act, sec. 16 (10); sec. 17 (6); sec. 21 (15); sec. 32 (7); sec. 15 (2); S. S. Act, sec. 4]. (*Not to take effect before 25th December*).

31. Annual meetings of supporters of Public and Separate Schools. [P. S. Act, sec. 53 (1); sec. 60 (a); S. S. Act, sec. 27 (1); sec. 31 (1)]. (*Last Wednesday in December*).
High School Treasurers to receive all moneys collected for permanent improvements. [H. S. Act, sec. 40]. (*On or before 31st December*).
Protestant Separate School Trustees to transmit to County Inspectors names and attendance during the last preceding six months. [S. S. Act, sec. 12]. (*On or before 31st December*).
Auditors' reports of cities, towns and incorporated villages to be published by Trustees. [P. S. Act, sec. 72 (p)]. (*At end of year*).
Financial statement, report of attendance, etc., from Teachers' Institutes. (Cir. No. 12). (*Not later than 31st December*).
Report on Inspectoral visits from Separate, County and District Inspectors due. [Instructions, 16, 16a, 16b]. (*Not later than Dec. 31st*).

## ORDERS IN COUNCIL

William Armstrong appointed Messenger in the Department of Education. Approved 3rd January, 1912.

Agricultural Department established in connection with the New Liskeard Continuation School, to take effect from 15th March, 1912. Approved, 7th March.

Regulations regarding Manual Training and Household Science (Circular No. 3) approved 29th March.

Agreement with the Morang Educational Company, Limited, respecting the right to print, publish, and supply the Ontario High School History of England, approved 12th April.

Agreement with the Educational Book Company of Toronto, Limited, respecting the right to print, publish, and supply "The Ontario School Bookkeeping Second Course," "The Ontario School Bookkeeping Blank," and "The Ontario Pupils' Outfit in Business Papers," approved 12th April.

R. W. Anglin, M.A., Registrar of the Department of Education, appointed Secretary, and R. A. Croskery, B.A., Assistant Registrar, appointed Assistant Secretary of the University Matriculation Board. Approved 27th April.

Teachers' Courses at the Ontario Agricultural College in Elementary Agriculture and Horticulture and Elementary Manual Training (Circular No. 13B) approved 30th April.

D. J. Goggin, M.A., LL.D., appointed General Editor of Text Books for the Department of Education. Approved 30th May.

Regulations relating to Elementary Agriculture and Horticulture and School Gardens in rural and village Public and Separate Schools (Circular 13) approved 30th April.

Arthur W. Beall, M.A., appointed Special Lecturer in Rural and Urban Schools. Approved 30th April.

Normal Teachers' Courses in Household Science at the University of Toronto (Circular 42) approved 30th April.

Terms and Courses in Nature Study, Elementary Agriculture and Horticulture, Art and Construction Work, Woodworking and Mechanical Drawing, in the Summer Schools for Teachers at the Ontario Agricultural College (Circular 13C) approved 30th April.

Syllabus of Regulations and Courses in the Normal Schools (Circular 23) approved 30th April.

Syllabus of Regulations and Courses for Commercial Specialists' Certificates (Circular 2) approved 6th June.

Agricultural Departments established in connection with Napanee Collegiate Institute, Athens, Paris, Sydenham, Walkerton and Welland High Schools. Approved 12th June.

W. J. Summerby, R. O. White, E. E. Ingall, B.A., V. H. Gaboury, L. E. O. Payment, M.A., and Henri St. Jacques, B.A., appointed Inspectors of English-French Schools, the three former to be Supervising Inspectors. Approved 14th June.

Curriculums for the degree of B.Sc. (Agr.) at the University of Toronto, Queen's University, McMaster University, and the Ontario Agricultural College, and Regulations with regard to acceptance of Courses and standards for said degree, approved 25th June.

R. W. Murray, B.A., appointed Head Master of the Normal Model School, Toronto. Approved 25th July.

Miss L. E. Montgomery appointed Stenographer in the Department of Education. Approved 25th July.

George Lyon appointed Clerk of Certificates, and John F. Clark appointed Junior Clerk, and Samuel B. Herbert appointed Assistant in the Public Libraries Branch of the Department of Education. Approved 31st July.

Miss Valenda A. Larocque appointed Assistant Teacher in the English-French Model School at Vankleek Hill. Approved 10th August.

Sergeant-Major Skinner appointed Instructor in Drill, Gymnastics and Calisthenics at the Hamilton Normal School. Approved 6th September.

Frank McCordic and Miss Isabella Richardson appointed Assistant Teachers in the Normal Model School, Toronto. Approved 10th September.

Arthur Ostler appointed Violin Instructor at the Institution for the Blind, Brantford. Approved 14th September.

Regulations regarding Text-Books (Circular No. 14), Syllabus of the Courses and Examinations for the Degree of B.Sc. (Agr.) and Specialists' Certificates in Science and Agriculture (Circular 47A), and Syllabus of the Courses of the Examinations for Art Specialists in Continuation and High Schools and Collegiate Institutes and for Art Supervisors in the Public and Separate Schools (Circular 2A), approved 17th September.

Regulations regarding Roman Catholic Separate Schools and English-French Public and Separate Schools, as contained in Instructions No. 17. approved 5th October.

Herbert Wildgust appointed Music Master at the Normal School, North Bay. Approved 5th October.

Miss Muriel Middlemiss appointed Kindergarten Teacher in the Institution for the Blind, Brantford. Approved 22nd October.

Mrs. Annie E. Fairlie appointed temporarily to fill the position of Instructor in Household Science at the London and Stratford Normal Schools. Approved 30th October.

Miss Helen B. Rochester appointed temporarily to fill the position of Physical Instructor at the Peterborough Normal School. Approved 7th November.

# APPENDIX H

## FORTY-FIRST ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD, BEING FOR THE YEAR ENDED 31st OCTOBER, 1912

Hon R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to transmit herewith the Forty-first Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 31st October, 1912.

I have the honour to be,

Sir,

Your obedient servant,

H. F. Gardiner,
*Principal.*

Brantford, November, 1912.

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### The Institution for the Education of the Blind

In presenting the forty-first annual report of the Ontario Institution for the Blind, I have to report a decrease of ten (from 116 to 106) in the average attendance for the session which ended in June, 1912, as compared with the preceding session; also a decrease in the total registration from 127 to 115. The registration of pupils during the twelve months of the official year was 124, against 137 in the preceding official year. At the time of writing, I have not yet been able to obtain the promised statement with regard to blindness to be compiled from the returns of the Dominion census taken in 1911, but I have reason to believe that blindness is not increasing in Ontario, either relatively to the increase of the population of the Province, or absolutely. As there is no effect without a cause, there are few cases of unavoidable blindness; readers who recall the addresses of Dr. V. Speyr and Dr. Gonin, on "Avoidable Blindness," delivered before the Swiss Central Union at Zurich, and printed in my report for 1910, will understand that with proper care on the part of physicians, nurses, parents and employers the aggregate of blindness in any civilized country can be still further reduced. The report of the last examination of pupils by our own oculist contains entries of 3 males blinded by gunshot wounds, 1 by a gun cap, 1 by gun shell, 1 by blasting powder (boulders), 1 by dynamite explosion (stumping), 1 do. (mining), 1 powder explosion, 1 burned by lime, 1 cut with glass, 1 do. jack-knife, 1 do. wire, 1 scalded by steam, 12 ophthalmia neonatorum; 1 (female) head injured by fall, 1 struck by stick, 1 wound by file, 1 wound by glass, 13 ophthalmia neonatorum—blindness in all these cases clearly avoidable, and in most of the other cases on record probably so. Making due allowance for the correctness of the assumption that blindness is less prevalent than formerly, it is none the less a fact that there are many children in Ontario who should be in this school, but are not. Some of these I have heard of and written to, sending reports and other printed matter descriptive of the school and

its work, with application blanks, etc., and many have been visited by myself or some other member of the staff. These efforts are not always without result, but they have proved fruitless in so large a proportion of instances that I am sometimes tempted to modify the position I took in a previous report in opposition to applying the provisions of the compulsory education law to blind children. Our experience in this connection does not differ from that of other schools. In the report of the Texas school, for example, I read that "on reliable information, from various parts of the State, it is safe to say that the present enrolment does not represent half the number of blind and partially blind children who should attend this school. A misconception of the character of this Institution, and in many cases entire ignorance of its existence, have prevented many parents from sending their children hither. Again, the sentimental fondness of parents often keeps at home their afflicted child without training and without education." "Not only should parents be instructed as to their duty to educate their blind children, but they must even be persuaded and induced to do so. No amount of correspondence or advertising can produce satisfactory results."

With the exception of an epidemic of measles, which lasted from January 5th to March 2nd, the health of the pupils was good, but there was considerable sickness among the teachers and officers, in some cases necessitating permanent changes. John Daly, of the farm staff, was off duty on account of illness from October 20th, 1911, and died on April 12th, 1912. His place was taken by M. Rowley. Miss Elizabeth Lee, Kindergarten teacher, became ill November 24th, was removed to her home December 30th, and died July 24th. She had been connected with the Institution since January, 1903, and before that was a teacher in the public schools of Brantford. During her illness, Miss Lee's classes were taken by Miss Roberts, and after Miss Lee's death Miss Muriel Middlemiss was appointed to succeed her, assuming the duties on October 7th. Miss C. Kavanagh, of the literary staff, became ill December 15th, but happily recovered, and was able to resume work February 27th. Mrs. J. Kirk, who had filled the position of boys' nurse for more than twenty years, was so ill from December 21st, that it was apparent she would not again be fit for duty, and Miss Emma Scace was appointed on January 1st to take her place. Mrs. Kirk was removed to the home of her daughter in Kingston, on January 17th, and her formal resignation was received on January 31st. On Jan. 1st Miss Catharine Gillin died suddenly at her home in Brantford. She had served the Institution most efficiently as a teacher from 1884 to 1907. P. Berney, teamster, left duty, ill, January 8th, and died October 14th. A. C. Jackson was appointed to the position April 12th. W. N. Hossie, Bursar, was ill from March 20th to April 23rd. Miss M. Jones resigned as teacher of violin August 8th, and was succeeded by Mr. Arthur Ostler. Miss C. Roberts, printer, resigned October 31st, 1912.

Owing to the shortage in the teaching staff, the work in the printing office was not carried on continuously, but two useful books were printed—a Canadian History, and Lady Campbell's paper on Manners and Habits of the Blind, which she read at the Exeter convention. Besides programmes, examination papers, etc., the office also turned out a number of old-fashioned songs (words and music), with which the pupils could amuse themselves in their leisure hours as well as form a repertoire to entertain their friends at home in future years. The titles of the songs printed, and stitched in separate books, are:

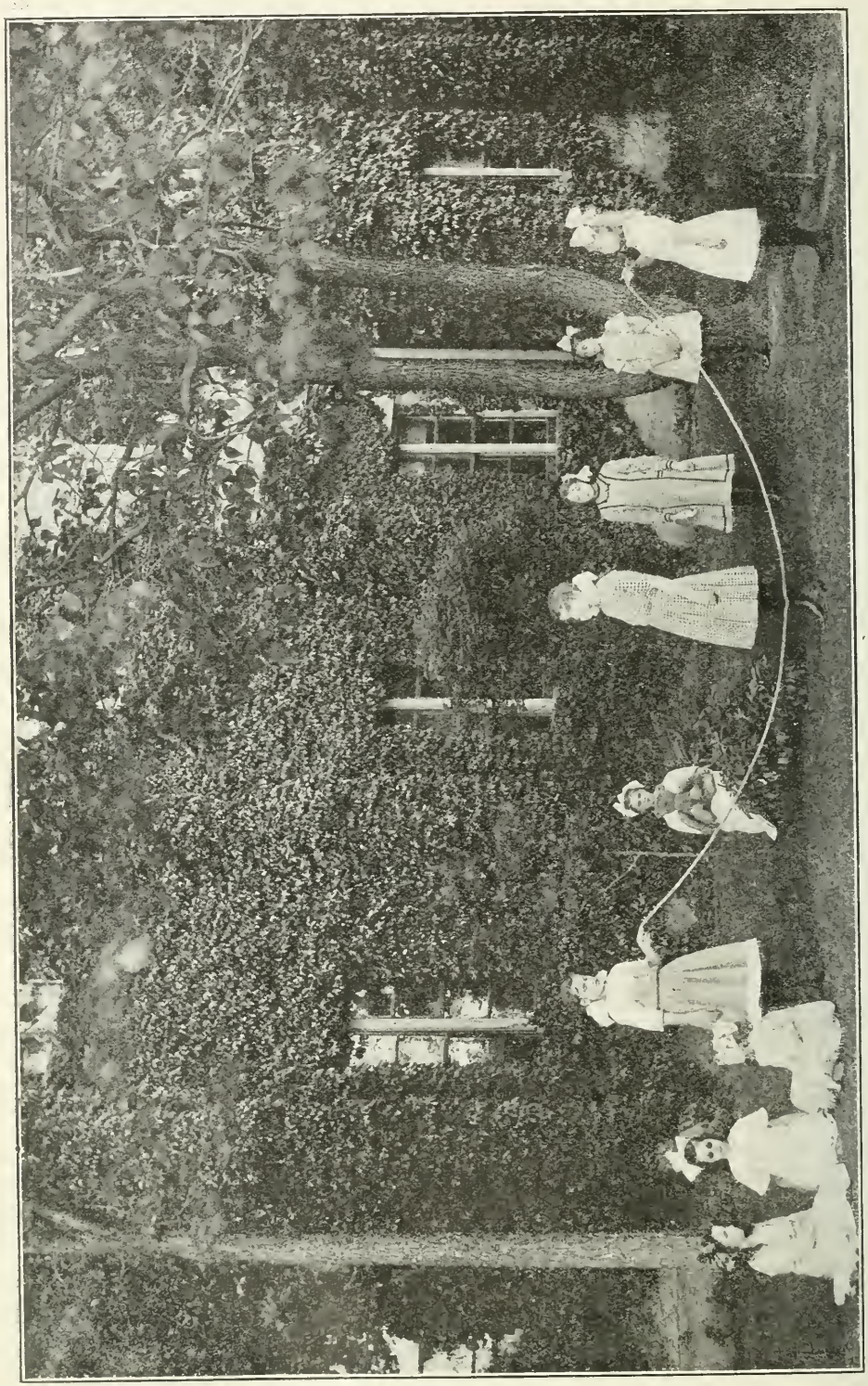
Amo, Amas, I Love a Lass; Auld Lang Syne; Believe Me, if all those Endearing Young Charms; Bonnie; Bonnie Dundee; Clementine; Come Back to Erin; Comin' Through the Rye; Darling Nellie Gray; Dear Evelina; Dear Little Shamrock; Dixie's Land; Drink to Me only with thine Eyes; Dublin Bay; Flow

Gently, Sweet Afton; Gently Lead Us; Gipsy's Warning; Girl I Left Behind Me; God Save the King; Good Night Ladies; Home, Sweet Home; Huntingtower; I'm Afloat; Juanita; Killarney; Land o' the Leal; Land of the Maple; Last Rose of Summer; Loch Lomon'; Lords of Creation; Maple Leaf for Ever; March of the Cameron Men; Marching through Georgia; Marseillaise Hymn; Massa's in the Cold, Cold Ground; Meeting of the Waters; My Ain Folk; My Own Canadian Home; Nancy Lee; Nelson; O Canada; Off for Philadelphia; Old Black Joe; Red, White and Blue; Rocked in the Cradle of the Deep; Rock Me to Sleep, Mother; Rule Britannia; Sailing; Sally in our Alley; Scots wha hae wi' Wallace Bled; Silver Threads among the Gold; Simon the Cellarer; Soldiers of the Queen; Spanish Cavalier; Star-Spangled Banner; Stein Song; The Bridge; Three Fishers; Wake Nicodemus; Watch on the Rhine; When you and I were Young; Young Canada was There.

The list of certificates awarded to pupils in music, as the result of the examinations by Dr. Ham, will be found in the report of the closing concert, under the heading "Entertainments." It will be observed that a few pupils won certificates in Organ, Violin and Voice Culture, in addition to the quite extensive lists in the seven grades of piano work and in the five grades of musical theory. The examination in the Rudiments of Music, for which the questions prepared by Dr. Ham were printed in New York point and the answers written in point with slate and stylus, was very satisfactory, as was also the test of writing music from dictation. The apparatus for teaching Rudiments, so that the pupil shall have equal knowledge of the ink and the point notation, is not as perfect as can be imagined, but that will be remedied if time permits. The resignation of Miss Jones, after teaching the violin class for one session, was greatly regretted, but the engagement of Mr. Ostler encourages the expectation that the pupils will not suffer from the change. Miss Jones has gone to Toronto to continue her study of her favourite instrument. One of our pupils took her diploma at the Toronto College of Music, and three others passed examinations with a view to the same object.

I have devoted considerable space in this report to summaries of the papers and discussions at the conventions held at Pittsburgh, Penn., and Exeter, England, on behalf of work for the blind, the object being to awaken and sustain public interest, not only in the efforts put forth in Europe and America for the education of blind youth, but also in the cause of the adult blind, whose interests are much better looked after in Great Britain and Europe than in Canada. If our people can be got to know the facts, they will think and care and act, as many in Europe have long done, and as some in the United States are now doing. As pointed out in previous reports, experience has demonstrated that blind adults cannot be admitted to schools for blind children without doing far more harm to the children than good to the adults, but shops in which the latter could be taught and employed would be most beneficial. By the cards and key described in former reports, and which are furnished free to all applicants, with the help of any sighted friend a blind adult can learn to read without coming to school, but the average man or woman wants other employment besides reading, not only for the pleasure of working, but for the money to be earned. It is much better for the community as well as for the individual, that the blind should be busy and independent than that they should be idle mendicants.

So many parents of blind children hesitate to trust their little ones to the care of strangers, and therefore keep them at home when they should be at school, that I feel justified in presenting the following extracts from letters received during the year, to let them see how others regard the matter:



In Front of Main Building, O. I. B.

A pupil: "I am anxiously waiting for school to open again."

A pupil's father: "I am much satisfied with my son's report. I think he has done well."

A mother: "We shall always remember gratefully your kindness to —— while under your care."

An ex-pupil: "I would like to take this opportunity of thanking you for sending yearly reports of the school, the reading of which I enjoy very much, as I will always be interested in the work of the O.I.B. Soon after leaving school I obtained a position with —— as wareroom tuner, with whom I am still employed at a good salary."

A father: "While I am writing I might say that I am very much pleased with ——'s progress during the time she has been under your care. I am very grateful."

A pupil's parents: "We are very thankful to you and her teachers for the kindness given her, and we hope —— is a good girl."

A parent: "Thanking you for all the interest taken in him, as he is learning fast, and I hope he will continue to like the school."

A mother: "Thanking you for your kindness and trouble and also for the good care you have taken of ——."

A mother: "We received your report and thank you very much for it. I have read every word of it; it is always very interesting reading to me . . . Thank you very much for your care and kindness to him in the past."

An ex-pupil: "We received the annual report last week. It is kind of you to remember us ex-pupils in that way. It is nice to know what is going on at the school, though the familiar names are growing fewer year by year. I was indeed sorry to learn of the death of Miss Walsh and Miss Gillin. They were two of the many whose kindness to me during my stay at Brantford I shall never forget."

An ex-pupil: "The annual report was, needless to say, very much welcomed. Mother has read quite a bit of it to us and we hope to hear more of it soon. Although I hear considerable O.I.B. news from those of my friends who are still in attendance there, the report always holds much of interest that I do not hear elsewhere. I was specially interested in the list of those who passed examinations. It is pleasant to see one's old friends climbing up from year to year. Hoping that the Ontario Institution for the Education of the Blind may continue to improve under your supervision, and that each year may bring fresh blessings for you and for the O.I.B., I remain."

A mother: "Just a few lines to acknowledge the annual report. We were pleased to see —— was getting along so nicely in her classes: also in her music. I must thank you and the staff for your kindness to her through her illness, and for giving her such good care. I think the work she brought home is lovely."

A father: "I was very much interested in the Year Book just to hand, and we both feel more than glad our boy is in such good hands as your own: also we trust you find him a good boy and repaying you for your trouble and care."

A father: "I am very much pleased with the progress —— is making at the Institute and thank you very much for the kindness shown her there."

A parent: "I beg to acknowledge the receipt of your report *re* ——, for which I beg to thank you, and particularly note the marks thereon *re* his progress under your supervision, for which I am delighted."

A mother: "I thank you for all your kindness and good care of my little son and all at the school who are so patient in caring for the blind pupils."

A mother: "Best wishes for the prosperity of the Institution."

A mother: "I hope I am not too late to thank you for sending me the report. and also your kindness to ——. She often tells me how thoughtful and kind you and your assistants are to her."

A father: "I might say we are thankful to you all for being so kind to —— when she was sick."

An ex-pupil: "Many thanks for the annual report. I heard every word of it from cover to cover and found it quite interesting, indeed. I shall always be pleased to hear of the progress made at the O.I.B. I was pleased to learn that the violin is being taught there now. It will be a great comfort, I am sure, to those who have the privilege of studying it."

A mother: "I must also thank you for sending the report of my little daughter; we are all pleased with the progress she is making in all her studies; also in her health and conduct being good. I must certainly say in all the letters I have from her she tells me how happy she is; also what a good time she has at school, so we feel very grateful there is such an institution for the benefit of our little daughter. Thanking you again for your kindness shown to her, I remain."

A mother: "Thanking you kindly for what she has been taught in your school: she seems quite anxious to get back again."

A mother: "I must say we are very much pleased with her report and thank you very much."

A mother: "I sincerely thank you for your patience and kindness towards —— since she attended your school, which is easily seen by the love she has for you, and I am more than pleased with the progress she is making under the circumstances."

A father: "We were so pleased with the way —— has been getting along. He has spoken in his letters very satisfactorily of the work he is doing, and seems to like it very much. We return many thanks to you and to everyone that has been so good to my dear boy."

A mother: "Received his report and think he is doing real well for the time he has been there. Wishing you every success in your good work."

A father: "Thank you very much for the care you take of him; —— speaks so well of you when he is home."

Both parents: "As he is leaving the school this session. we take this opportunity of expressing our appreciation of the way in which he has been educated. and trust that he will turn out to be a credit to the Institution. Wishing you every success."

A mother: "We received your yearly report and read it with much interest. I assure you we all thank you for all you have done for our blind child, knowing what a terrible blank his life would be if it were not for the efforts of people like you and your staff."

A father: "I also wish to thank you for the many kindnesses shown my daughter by yourself and your staff. She sends me nothing but praise for you and the teachers, and I am extremely pleased with her report. Kindly give my thanks to her teachers for their goodness to her."

An ex-pupil: "Wishing you health and prosperity and may Divine Providence spare you many years yet to continue the noble work of the school."

A father: "I am thankful to God that there is a way for him to get an education. I wish that we had sent him long before we did. I feel glad that he likes his teachers; we have no trouble to get him to go to school. I am thankful to know our afflicted darling is in such kind hands."

An ex-pupil to the Trades Instructor: "Everything you sent has proved most satisfactory. —— spent last Monday with me and I am now in a position to continue the work. I find the model sent is a great improvement upon the older way of working. With your timely help and the assistance of some friends here, I hope to be able to procure the necessaries of life."

A pupil's mother: "I must say —— has certainly improved since we sent him to the Institution, and great credit is due to you; also to his teachers, as he likes being at the Institution."

A pupil's aunt: "I thank you very much for all you have done for ———, and all that I hope you are going to do for her, as I hope this year has just been the beginning of her school life in Brantford."

An ex-pupil: "Just a few lines to thank you for the Annual Report, which I was very much pleased to receive. I appreciate your kindness very much in remembering me, as I know you have a great deal to think about. I am always glad to know what is going on at school and of the improvements that are taking place. I had planned to go to Brantford when I was so near, but was disappointed. I hope to go some time, as I would like so much to see you all again."

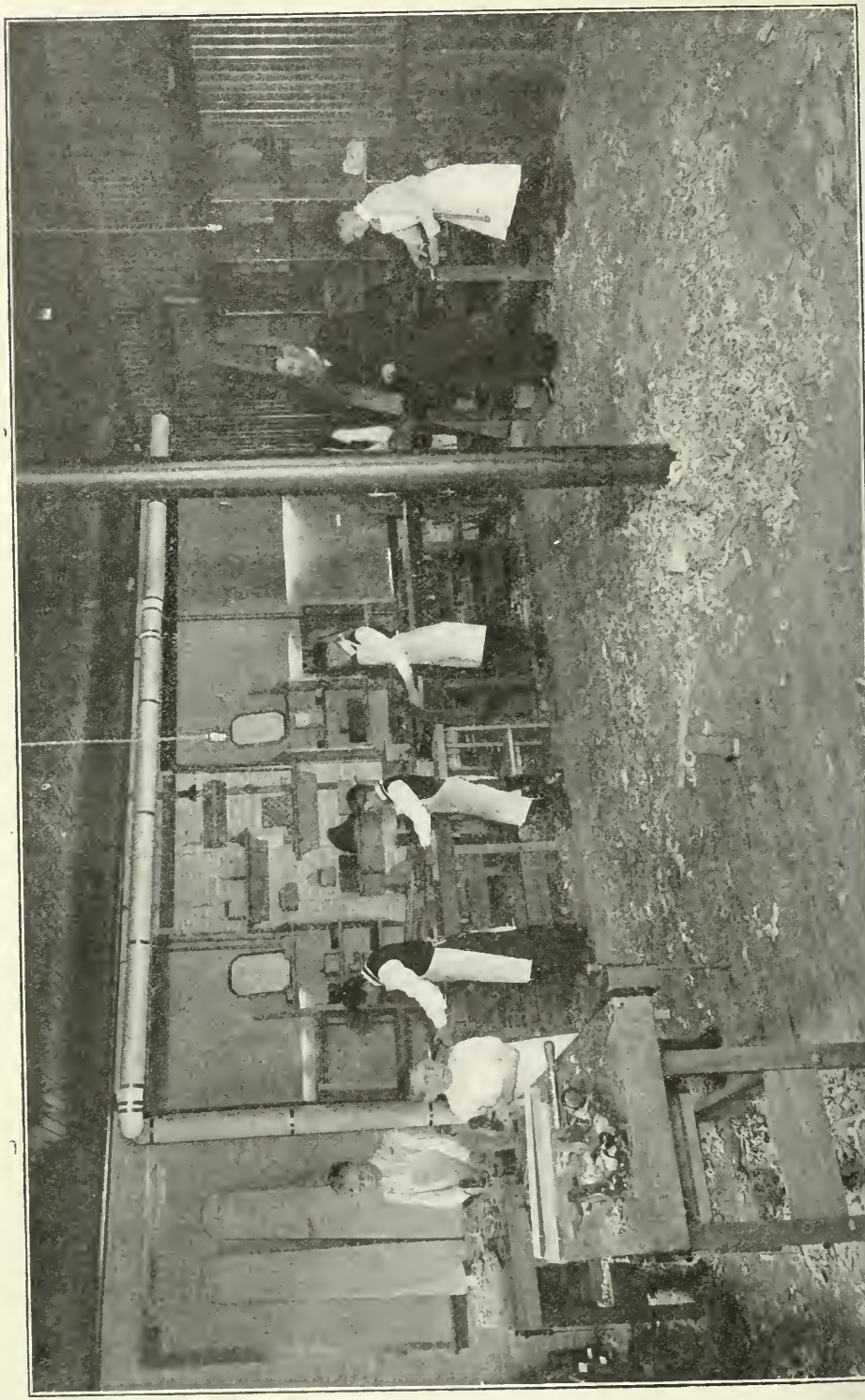
### Attendance

The total registration of pupils in the session of 1911-12 was 115, twelve less than in the preceding session: at the opening on September 27th, 1911, there were 104 pupils, as compared with 109 at the opening of the preceding session; at the close 104, as compared with 115. Eleven pupils, who were not present at the opening in September, arrived during the session; six of these were new; five had been in attendance previously. Of the eleven pupils who were present during a part of the session, but did not remain until the end, two males went home at Christmas and did not return; two males left to work at basket-making; one male proposed to tune and canvass, and one male embarked in chicken-raising. One female was taken home on account of her mother being displeased; four females went home sick, and have since returned. Of the 104 pupils who were present at the close of the session, there were 58 males and 46 females.

The number of pupils in attendance at the opening on September 25th, 1912, was 98, as compared with 104 at the corresponding date in 1911, and 104 at the closing of the school term on June 19th, 1912. Of those in attendance at the close of the last term, 85 had returned; four former pupils who were not here at the close of the last term had come back, and nine new pupils had been enrolled. The absence of the 19 who left in June and did not return in September is thus explained:—

One male decided to prolong his vacation on account of poor health; two males remained away without explanation; one male went into the manufacture of baskets; three males expected to work at tuning; one male proposed to undergo an operation to preserve what sight he had; one male was too lazy to work, and five males were kept from school by the decision of the railways to charge full fare from the west. One female graduated in music and proposed to teach in her home town; one was detained by serious illness; one retired, being over school age; one gave no explanation, but as her sight was improving, she is probably attending the public school; one was kept at home nominally to be present at some family social function.

The ages of the new and re-admitted pupils are as follows:—



Sloyd Shop, O. I. B.

| *Males* | | *Females* | |
|---|---|---|---|
| Twenty-five years | 1 | Thirty years | 1 |
| Eighteen years | 1 | Twenty-two years | 1 |
| Seventeen years | 1 | Twenty-one years | 1 |
| Twelve years | 1 | Nineteen years | 1 |
| Seven years | 1 | Eighteen years | 1 |
| | | Sixteen years | 2 |
| | | Nine years | 1 |
| | | Total females | 8 |
| | | Total males | 5 |
| Total males | 5 | Total males and females | 13 |

**Pupils Registered in Session, 1911-12**

| Name | Residence | Name | Residence |
|---|---|---|---|
| Barton, Gustavus | Kazubazua, Que. | Landriau, Valmore | Ottawa. |
| Beach, Sparling | Ottawa. | Lee, George | Epping. |
| Burgess, Lloyd | Princeton. | Lott, Ernest | Brussels. |
| Carlson, Frederick | Hope Station, B.C. | Lowe, Walter | Hamilton. |
| Chapman, Oswald | Rosseau. | McDonald, Norman | Mitchell. |
| Chatelain, Jean | Billings' Bridge. | Murray, Ancile | Goderich. |
| Clissold, Frederick | Mimico. | Patterson, Clifford | Hamilton. |
| Cotter, James | Ottawa. | Paul, Leonard | Haileybury. |
| Crew, William | Toronto. | Pinnock, Alfred | Brantford. |
| Culver, John | Todmorden. | Piper, Percy | Niagara Falls. |
| Cundy, John | Regina, Sask. | Price, Frederick | Niagara Falls. |
| Damude, Orval | Thorold. | Raymond, Walter | Collingwood. |
| Derbyshire, Byron | Athens. | Rees, Walter | Steelton. |
| Dery, Rosario | Ottawa. | Richardson, Henry | Toronto. |
| Duff, Charles | Banda. | Richardson, Robert | Hamilton. |
| Eastman, William | Gelert. | Rigg, William | Weston. |
| Everts, Leo | Wittenburg, Alta. | Ross, Leslie | Unity, Sask. |
| Fenton, Mills | Allenford. | Salter, Melville | Oshawa. |
| Fonger, Stanley | Bruce, Alta. | Sherman, Leonard | Taber, Alta. |
| Frayne, Orville | Forest. | Shillington, Lloyd | Blenheim. |
| Garlick, Walter | Ottawa. | Simmons, Walter | Copper Cliff. |
| Golz, Gustav | Transcona, Man. | Smith, Joseph | London. |
| Gomm, William | Toronto. | Steele, Frederick | Perth. |
| Graham, Glen | Birnam. | Sutherland, Joseph | Sutherland, Sask. |
| Green, Harold | Winnipeg, Man. | Tomlinson, Roy | Saskatoon, Sask. |
| Grills, Ion | Campbellford. | Vance, Frank | Toronto. |
| Harvey, Walter | Toronto. | Vincent, Cecil | Crookston. |
| Hawken, Howard | Whitby. | Wallis, Cyril | Toronto. |
| Higgins, Thomas | Toronto. | Webb, Harold | Allandale. |
| Johnston, Harold | Brockville. | West, Lionel | Galt. |
| Kelland, Wilbur | Kirkton. | White, Harry | Toronto. |
| Kennedy, Edward | Ottawa. | Yarocki, Harry | Garland, Man. |
| Ash, Rachel | Sarnia. | Doherty, Marguerite | Peterborough. |
| Bell, Jessie | Brooklin. | Duciaume, Eva | Rockland. |
| Bickerton, Gladys | Navan. | Dunlop, Maud | Cooper's Falls. |
| Brunsden, Alma | Welland. | Fitzpatrick, Alta | Wheatley. |
| Buss, Anna | Mille Roches. | Griffin, Alice | Hawtrey. |
| Catling, Nellie | Goderich. | Hawley, Doris | Winnipeg, Man. |
| Conybeare, Nettie | Woodstock. | Heaphy, Norah | Ottawa. |
| Cox, Winifred | Brantford. | Henrich, Evelyn | Brantford. |
| Crawford, Annie | Strathroy. | Hepburn, Harriet | Port Elgin. |
| Cuneo, Mary | Toronto. | Hewison, Betsy | Toronto. |
| Darby, Alice | Ottawa. | Hyndman, Elsie | Norwich. |
| Davidovitz, Esther | Hamilton. | Ingram, Elizabeth | Ottawa. |
| Davies, Florence | Toronto. | James, Gertrude | Waterford. |
| Davison, Winifred | Griersville. | Johnston, Charlotte | Guelph. |

**Pupils Registered in Session 1911-12—Continued**

| Name | Residence |
|---|---|
| Kaufman, Blanche | Chatham. |
| Lammie, Amy | Hensall. |
| Lammie, Greta | Hensall. |
| Lansdowne, Norah | Toronto. |
| Marsh, Mary | Holland Landing. |
| McAuley, Marjorie | Hamilton. |
| McEwen, Geraldine | Radisson, Sask. |
| McQuade, Ethel | Stratford. |
| Miles, Mildred | Toronto. |
| Miller, Susan | Gravenhurst. |
| O'Neill, Mary | Ottawa. |
| Rooke, Emma | Dereham Centre. |
| Rusk, Elizabeth | Barkway. |
| Sells, Kathryn | Dubuque. |
| Slay, Gladys | Sarnia. |
| Smith, Effie | Brantford. |
| Squair, Ethel | Williamstown. |
| Stearns, Sarah | Ottawa. |
| Stephenson, Muriel | Collingwood. |
| Thompson, Gladys | Toronto. |
| Thompson, Teresa | Hamilton. |
| Woodcock, Gladys | Toronto. |
| Wright, Elsie | St. Catharines. |

**New Pupils at Opening of Session, 1912-13**

| Name | Residence |
|---|---|
| Alice Brennan | Bothwell. |
| Marion Creiger | Waterford. |
| Lillian Hardwick | Toronto. |
| Gertrude James (re-admitted) | Waterford. |
| Charlotte Johnston (re-admitted) | Guelph. |
| Amy Lammie (re-admitted) | Hensall. |
| Ellen Shane | Hamilton. |
| Gladys Thompson (re-admitted) | Toronto. |
| Frank Jones | Winnipeg, Man. |
| James Rankin | Bickford. |
| Gordon Riddell | Toronto. |
| Francis Westcott | Salt Springs Island, B.C. |
| Oscar Wilker | Tavistock. |

**Entertainments**

Throughout the session, the Tuesday evening entertainments by the pupils—ten being selected for each evening, in the order in which their names appeared on the roll— were kept up, the audiences including pupils, teachers, housemaids and other employees, with occasionally a few from outside the Institution. The programmes usually consisted of recitations and vocal and instrumental music, but sometimes a pupil was asked to give an address on some topic of temporary interest, and the general effect was to dissipate stage-fright and give to the pupils that self-confidence which is a necessary part of their equipment for life's duties.

On October 3rd, 1911, the Principal gave the pupils an account of his vacation visits to Philadelphia and New York, and on October 10th he described in detail his visit to the New York City School for the Blind. On October 31st, the Hallowe'en concert was held, with a volunteer programme of thirty numbers, in which Leonard Paul, Elizabeth Ingram, Gertrude James, Roy Tomlinson, Esther Davidovitz, Marjorie McAuley, Susan Miller, Harold Green, Gladys Woodcock, Betsy Hewison, Marguerite Doherty, Edward Kennedy, Alice Darby, Byron Derbyshire, Mary Marsh, Eva Duciaume, Sarah Stearns, Sparling Beach, Muriel Stephenson, Nellie Catling, Greta Lammie, Norah Heaphy, Ethel McQuade, Leslie Ross, Norah Lansdowne, Teresa Thompson, Winifred Davison, Mildred Miles, Gladys Slay, Geraldine McEwen and Clifford Patterson took part, the usual Hallowe'en refreshments being supplied by the Matron.

The Christmas concert was given on December 19th, the Brantford *Courier* of the next day reporting that:—

every seat was occupied and many had to stand at the Christmas concert, held in the music hall of the Ontario Institution for the Blind last evening. Commencing promptly at eight o'clock, Principal Gardiner referred briefly to the contents of the programme, which had been printed in ink and in raised point letters, explaining that the usual quota of songs by the kindergarten children was lacking on account of the illness of Miss Lee. He welcomed all who were present, whether they had come to show their interest in the blind, or merely for the pleasure of the entertainment. The problem of educating and instructing blind children and youths was in process of successful solution, in Canada as well as in other countries, but the more difficult problem of training

and assisting those who become blind in adult life had not been taken up in Canada as it should be. Nine-tenths of the blind were too old to attend school, and the earnest efforts of leading men and women in Europe and the United States were devoted to the amelioration of the condition of the blind adults who, if left uneducated and unemployed, found life a weary burden. He read an invitation he had received to attend the laying of a corner stone of "the first Settlement House for the Blind in the world," to-day in New York, the ceremony being performed by the President of the United States, assisted by the Governor of New York, and he longed for the time when the leaders of opinion in Canada would be found doing similar work.

The first number on the programme was an organ solo, "Toccato," by Dubois, played in a masterful manner by Jean Chatelain, of Ottawa, a pupil of Mr. Andrews, who promises well. There were two piano solos, Borowski's "Valse," played by Esther Davidovitz, of Hamilton, and Concone's "Sweet Memories," played by Susan Miller, of Gravenhurst. Geraldine McEwen, of Radisson, Sask., and Harold Johnston, of Brockville, pupils of Miss Harrington, played a piano duet, Engelmann's "Galop," winning deserved applause, and four of Miss Moore's pupils, Mary Cuneo, Ethel Squair, Clifford Patterson and Walter Simmons, played Chaminade's "Rigaudon," on an upright and a grand piano, their performance giving evidence of careful training. Emma Rooke, of Dereham Centre, contributed a vocal solo, Green's "Beautiful Land of Nod," her sweet voice doing full justice to the pretty song. The choral class, under Mr. Andrews' guidance, presented two part songs, "Yuletide," by Caldicott, and a double number, Macfarren's "You Stole My Love," and Pinsuti's "Good Night," in correct time and taste, receiving many compliments for the perfection of their work.

There were seven recitations, and all the pupils were letter perfect in their memorizing, the services of a prompter not being once required. Muriel Stephenson, a pretty little maiden from Collingwood, recited Margaret Vandegrift's "Dead Doll" most effectively. Harold Green, from Winnipeg, a little chap with a strong voice and superabundant earnestness, portrayed the abused boy who threatens to "go back to grandpa's," Mildred Miles, of Toronto, recited "Widder Green's Last Words" with force and spirit. Leonard Sherman, of Taber, Alberta, gave one of Walt Mason's comical pieces, entitled "The Salesman." Mary Cuneo told about the man who worried about the earth falling into the sun, etc., but was quite indifferent about his wife labouring over the wash-tub. Orville Frayne, of Forest, gave that old favorite, "Spartacus to the Gladiators," with much fire and force, recalling to many of his hearers their own school days. Winifred Davison, of Griersville, told a pretty Christmas story, entitled "Cartwheels," the speaker's clear voice and distinct enunciation making it a pleasure to listen to her.

Before closing with "God Save the King," Rev. Dean Brady, of St. Basil's Church, and Rev. A. Allan, of St. Andrew's Church, voiced the opinion of the audience with regard to the merits of the concert, and gave some words of good cheer to the pupils who were going home for Christmas holidays. The Principal gave the pupils a message from Rev. Dr. Mackenzie, of Grace Church, expressing his regret that he could not be present because he had to attend a meeting in the city, and wishing success to all connected with the institution.

On the evening of December 25th, a Christmas tree entertainment by the pupils who had remained in the Institution during the holidays was much enjoyed, each pupil receiving a present during an interlude in the following programme:— Piano, "Flower Song," Kathryn Sells; recitation, "Song of Sandwiches," Harold Green; piano, "All Through the Night," Walter Raymond; recitation. "How to Catch a Beau," Elizabeth Ingram; song, "Face to Face," Walter Rees; piano, "Boat Song," Blanche Kaufman; recitation, "The Middle Daughter," Gladys Bickerton; piano, "The Harlequin," Leonard Paul; chorus, "Maple Leaf," Girls and Boys; piano, "Consolation," Gustavus Barton; recitation, "Uncle Skinflint's Present," Maud Dunlop; piano, "Rustic Dance," Ethel Squair; recitation, "Law of the Yukon," Leslie Ross; piano, "Two Thoughts," Sarah Stearns; Christmas Carols, Little Girls; recitation, "Smacking Match," Harriet Hepburn; piano, "Sonata" (Beethoven), Jean Chatelain; recitation, "Swipsey's Christmas Dinner," Nellie Catling; Christmas Carols, Senior Girls.

On the evening of March 14th, Mr. S. Percy Davies, of Brantford, came to the Institution with his gramaphone, and gave a fine entertainment to the pupils in the music hall. The singing of several of the great operatic "stars" was particularly appreciated.

As the 17th of March fell on Sunday, the memory of St. Patrick was honoured on the evening of the 19th, members of the staff taking part with the pupils in the following programme:—Recitation, "Rich and Rare were the Gems she Wore," Mary Cuneo; recitation, "St. Patrick's Day," Robert Richardson; recitation, "Paddy's Courtship," Greta Lammie; piano, "Come Back to Erin," Miss E. A. Harrington; recitation, "The Milestone," Thomas Higgins; chorus, "Where the Shannon Flows," Little Girls; recitation, "The Birth of Ireland," Miss C. P. Kavanagh; vocal solo, "Believe Me if all those Endearing Young Charms," Charles Duff; address, "St. Patrick," Winifred Davison; chorus, "Norah Doolan," Little Girls; recitation, "Wearin' o' the Green," Susan Miller; recitation, "Courting in Kentucky," Maud Dunlop; chorus, "Dear Little Shamrock," Girls; recitation, "McCarthy's Widow," Orville Frayne; recitation, "Birthday of St. Patrick," Alta Fitzpatrick; chorus, "The Harp that Once Through Tara's Halls," Boys; recitation, "The First Eviction," Nellie Catling; reading, "Kelly, Burke and Shea," Mr. P. J. Roney; chorus, "Killarney," Girls; recitation, "Father Prout's Sermon," Mr. H. F. Gardiner.

April 9th, Mr. Herbert C. Treneer, a graduate of the Institution, now organist and choirmaster of St. Andrew's Presbyterian Church, Peterborough, paid us a visit, played for the pupils on the piano and pipe organ, and gave an address, in which he recounted some of the difficulties he had had to overcome before arriving at his present comfortable position. Besides his church work he has a large class of pupils in Peterborough. One of his recitals in that city caused the *Examiner* to say: "Mr. Treneer proved, in his splendid programme of standard and popular numbers, that he is a master of his art. His selections demanded a delicate and expert handling, and he had at his command all the necessary powers and qualities conducive of success. He had not only a pleasing touch, but the intelligence of his interpretation made his renderings an artistic delight. As an organist, Mr. Treneer has many admirers in Peterborough. There is something in his playing that immediately commands a sympathetic interest. Possessing a sure, clear and highly developed technique, his playing was robust, fresh and entirely free from affectations." A correspondent of the same paper wrote:—"I think that Mr. Treneer's performance last evening has never been surpassed in this city by a resident organist. St. Andrew's Church could well afford to have a new organ with a master behind it like Mr. Treneer."

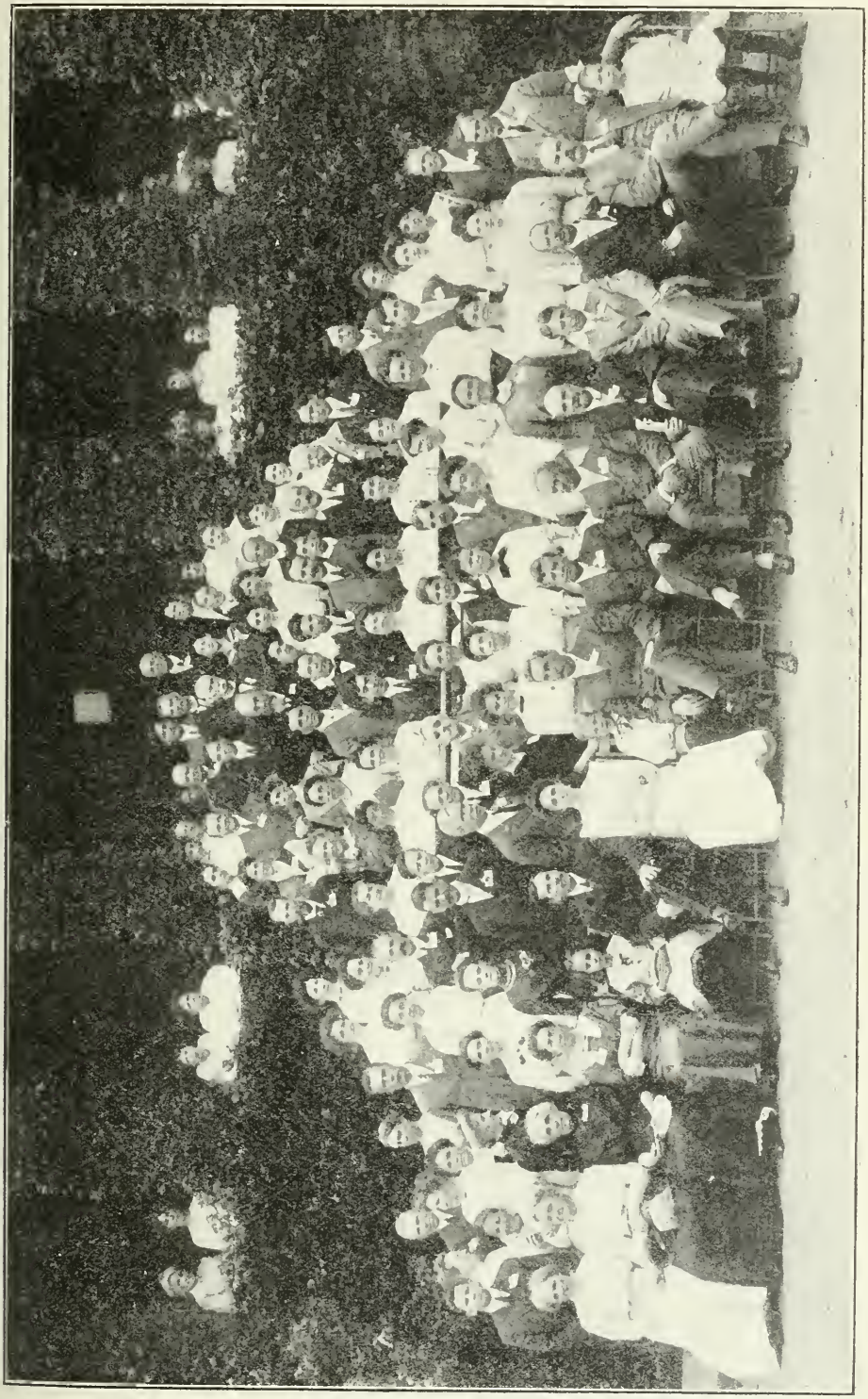
April 30th, the Girls' Literary Club gave a "Longfellow Night" in the music hall, with Winifred Davison, President of the Club, in the chair. The programme included, besides the President's opening address, an essay on "Longfellow," by Norah Heaphy, four choruses—a Club Song (original), "Excelsior," "The Village Blacksmith," and "The Bridge"—one vocal solo, "The Arrow and the Song," by Ethel Squair; a piano solo, "In the Woods," by Ethel McQuade; and three recitations, "Rabbi Ben Levi," by Mildred Miles; "The Children's Hour," by Geraldine McEwen, and "The Wreck of the Hesperus," by Gladys Slay.

May 3rd, the Girls' Club had a banquet in the dining-room, with toasts and speeches, and a short address by the Principal on "Votes for Women."

May 10th, Mrs. Pero, of Milwaukee, formerly Miss Blanche Teeple, of Brantford, sang to the pupils.

May 24th, the Principal gave an address on the history of the Royal family and the growth of the Empire.

May 28th, the boys gave an entertainment, with Byron Derbyshire, of Athens, presiding. Besides the Chairman's address, there were three choruses, "The Harp that Once in Tara's Halls," "Soldiers of the Queen," and "The Stein Song";



Convention of Instructors of the Blind, Pittsburgh, Pa., June, 1912

four recitations, "The Deacon's New Year's," by Orville Frayne, "The Smack at School," by Leonard Sherman, "Story of the Standard," by Fred. Steele, and "Pat's Excelsior," by Thomas Higgins; two piano solos, Chopin's "Valse," by Clifford Patterson, and "Chant d'Amour," by Charles Duff; two organ solos, Dubois' "Toccato," by Jean Chatelain, and Dvorad's "Humoresque," by Charles Duff.

The closing concert of the session was held on June 17th, the Brantford *Expositor* containing the following report:—

Crowded to and far beyond the doors, was the audience at the closing concert at the Ontario Institution for the Blind last night, and scores who wished to hear the concert had to turn back when they found it impossible to wedge their way into the music hall. Sharp on time as is ever the rule at the Ontario Institution for the Blind, Principal Gardiner briefly welcomed the friends of the pupils, remarking that the work of the musical department only would be exemplified in the programme, but much good and useful work had been done during the session in the literary and industrial departments as well as in the musical. Cheering reports of the successes of ex-pupils had been received and he was delighted to see in the audience such a large representation of those who had formerly attended the school.

The programme opened with an organ selection, Bach's "Toccata and Fugue D Minor," played by Chas. Duff, A.C.G.O., in a manner to sustain his well-earned reputation. His mastery of the instrument was shown in the quick changes of manual from soft to loud, and the clearness of the subject and answers in the fugue was admirable. Mr. Duff also contributed the piano part in Grieg's "Concerto, Op. 16," first movement, with Jean Chatelain at the second piano, and Johnson's Orchestra accompanying; and he played the concluding pieces, "Chant d'Amour" and "Marche Militaire," the latter appearing to be particularly popular with the audience. Miss Ethel McQuade, of Stratford, who is graduating in music, had for her first number Liszt's "Rigoletto"; she also played Mendelssohn's "Concerto, G Minor," second and third movements, with that daintiness of touch peculiar to all her work. Clifford Patterson, a Hamilton youth who has made excellent progress in his organ work, played Crackel's "Grand Chorus," and Jean Chatelain, of Ottawa, gave "Moments Musicales" on the piano, and Bellerly's "Scherzo" on the organ. His piano work was distinguished for its clear technique. Miss Emma Rooke, of Dereham Centre, was the only vocal soloist, but the Choral Class gave two double numbers, Mason's "Sweet and Low" and Benedict's "Hunting Song"; also Gounod's "Night" and Allen's "Dickory Dock." The intonation was clear and the smoothness of the piano and crescendo effects was specially noticeable.

Before the last three numbers were given, the certificates and diplomas that had been awarded by the Government examiner, Dr. Albert Ham, of Toronto, were presented, the Principal calling upon Mr. Andrews, Rev. Mr. Mansell and Rev. Mr. Gordon to assist in this pleasant exercise. Mr. Gardiner first highly commended the class of forty-eight pupils in musical dictation for the correctness of the work done, though no certificates were awarded in this branch.

Mr. Andrews presented the certificates as follows:

Organ.—Grade 2, Clifford Patterson. Grade 3, Jean Chatelain, second-class honours.

Violin.—Grade 1, Jean Chatelain, Susan Miller, Ethel McQuade.

Voice Culture.—Grade 1, Walter Rees, second-class honours; Lloyd Shillington, Gladys Slay. Grade 3, Emma Rooke.

Practical Piano Teaching.—Ethel McQuade, diploma.

Rev. Mr. Mansell spoke of the growing excellence of the concerts, and the pleasure he had taken in attending them during his stay in Brantford. He then presented the certificates:

Harmony.—Grade 3, George Lee, second-class honours; Susan Miller, second-class honours; Emma Rooke, Ethel Squair. Grade 4, Clifford Patterson, second-class honours.

Harmony and Counterpoint.—Grade 4, Esther Davidovitz, Harold Johnston, Geraldine McEwen, Sarah Stearns. Grade 5, Jean Chatelain, Mary Cuneo.

Musical History.—Grade 4, Esther Davidovitz, Harold Johnston, Geraldine McEwen.

Musical History and Counterpoint.—Grade 4, Clifford Patterson.

Musical History and Form.—Grade 5, Jean Chatelain, first-class honours; Mary Cuneo.

Rev. Mr. Gordon, with appropriate remarks, presented the following:

Piano.—Grade 1, Sparling Beach, Gladys Bickerton, second-class honours; Maud Dunlop, Alta Fitzpatrick, Ion Grills, Betsy Hewison, Thomas Higgins, Norah Lansdowne, Mildred Miles, Kathryn Sells, Lloyd Shillington, Gladys Slay, Roy Tomlinson, first-class honours; Elsie Wright. Grade 2, Gustavus Barton, Winifred Davison, Doris

Hawley, Norah Heaphy, Harold Johnston, Blanche Kaufman, George Lee, Mary Marsh, Susan Miller, first-class honours; Mary O'Neill, Leonard Paul, Muriel Stephenson, Harry Yarocki. Grade 3, Mary Cuneo, second-class honours; Esther Davidovitz, Byron Derbyshire, second-class honours; Glen Graham, Geraldine McEwen, first-class honours; Emma Rooke, Walter Simmons, Ethel Squair, Sarah Stearns. Grade 4, Clifford Patterson, second-class honours. Grade 5, Jean Chatelain, first-class honours. Grade 6, Ethel McQuade, second-class honours. Grade 7, Charles Duff, second-class honours.

With a short address on the importance of the subject, Mr. Andrews presented the certificates to the following pupils:

Rudiments of Music.—Grade 1, Gustavus Barton, Gladys Bickerton, Byron Derbyshire, second-class honours; Doris Hawley, first-class honours; Norah Heaphy, first-class honours; Blanche Kaufman, Geo. Lee, first-class honours; Mary Marsh, second-class honours; Mildred Miles, second-class honours; Leonard Paul, first-class honours; Gladys Slay, second-class honours; Muriel Stephenson, Roy Tomlinson, second-class honours; Harry Yarocki, second-class honours. Grade 2, Jean Chatelain, first-class honours; Mary Cuneo, first-class honours; Esther Davidovitz, first-class honours; Winifred Davison, first-class honours; Charles Duff, first-class honours; Alta Fitzpatrick, second-class honours; Geraldine McEwen, first-class honours; Ethel McQuade, first-class honours; Clifford Patterson, Emma Rooke, first-class honours; Ethel Squair, second-class honours.

Toronto College of Music.—The Principal called four girls to the platform and presented to them the testimonials and diploma awarded by the Toronto College of Music, where they had recently passed examinations. These consisted of: Ethel McQuade, diploma, A.T.C.M., and third year examination testimonial, first-class honours; Esther Davidovitz, senior second year; Geraldine McEwen, first year piano, first-class honours; Susan Miller, first year piano, first-class honours.

The audience joined heartily in singing "God Save the King" at the conclusion of the programme, and there were many expressions of satisfaction at the excellence of the entertainment.

October 1st, 1912, the Principal gave the pupils an account of his vacation trips to Pittsburg, Penn., and to Cochrane in Northern Ontario.

October 31st, the Hallowe'en concert was held, with an excellent programme of twenty-eight numbers.

Our pupils had a few opportunities to perform in other cities. The Montreal Star of February 17th reported that—

a large audience assembled in the Windsor Hall last night to hear the pianoforte recital given by the blind boy pianist, Master Charles Duff. The programme was a comprehensive one, starting with Beethoven's "Appassionata Sonata," and including some of the more popular pieces of such composers as Chopin, Liszt and Moszkowski. This is the sort of occasion where one is almost barred from criticism, even allowing that the unhappy deprivation of one sense activates the remainder to an unwonted pitch of nervous acumen. The repertoire of the blind must necessarily be a terribly limited one, apart from the gift of improvisation which naturally has no place on a concert platform. It is, therefore, to the infinite credit of Mr. Charles Duff that he was able to give so sound and musicianly an interpretation to the pieces he played. Through the natural limitation of his choice of pieces, Mr. Duff was perforce obliged to fall back upon some of the more hackneyed compositions. It is, therefore, all the more worthy of praise that he was able to emerge from an ordeal of comparison with the greatest masters of the present day with sufficient credit to provoke the hearty applause of the audience. Gifted with a delicate touch and a knowledge of tone value, the performer was at his best in soft, legato passages. Technical difficulties were overcome in the most wonderful manner. It is not too much to say that Master Duff, while hardly being a prodigy in the accepted sense of the term, is a pianist who will always repay a hearing.

Thomas Kennedy, a former pupil, assisted Ethel McQuade at her graduating recital in the concert hall of the Toronto College of Music on February 26th.

The Stratford *Beacon* of October 17th, 1912, contained the following report:—

An entertainment of a unique nature was held in the City Hall last night, when three students of the Ontario Institution for the Blind rendered a musicale that proved pleasing throughout, under the auspices of the local lodge of the Knights of Columbus. Miss Ethel McQuade, 156 Nelson Street, recently graduated from the Ontario Institution for the Blind, last evening delighted the audience by her fine piano playing, proving herself a master of the instrument, notwithstanding the handicap under which she has been placed. Her repertoire of last evening embraced a wide range, and the several

numbers were rendered in a precise manner, combined with feeling and finesse that stamped Miss McQuade as an artist at the instrument. The duet number with Mr. Thomas B. Kennedy, of Toronto, another graduate of the Brantford Institution, "Concerto" (Mendelssohn), proved a particularly pleasing number. The possessor of a fine tenor voice, Mr. Kennedy delighted with his numbers on the programme, the selection, "O Pure and Tender Star of Eve" (Wagner), probably proving the most pleasing number. Mr. Kennedy has a wide range, and his tones are full and rich, the timbre being excellent. Miss Mildred Miles, a present student at the Institution, proved to be a finished elocutionist, and her two contributions to the programme added much. Miss Miles possesses the dramatic instinct to a marked degree and pleased the audience, the recitation, "Changing Colours," giving her a splendid opportunity to display her talent. All in all, the programme was a most enjoyable one, not only for the pleasure derived from the several numbers on the programme, but also from the practical demonstration of the splendid work being accomplished by the Ontario Institution for the Blind. . . . Particular interest naturally centred on Miss McQuade, a granddaughter of Mrs. C. McQuade, this city, and her many friends were highly delighted at her showing of last night. Mr. Compton, organist St. Joseph's Church, acted very acceptably as accompanist for the vocal numbers.

### Pittsburgh Convention

I attended the twenty-first Biennial Convention of the American Association of Instructors of the Blind, held at the Western Pennsylvania Institution for the Blind, Pittsburgh, Penn., June 25-28, 1912. In the afternoon of the first day, under the guidance of one of the teachers, I visited the great Carnegie Library, Museum and Art Gallery, located a few blocks from the Institution for the Blind. Later, I inspected the main building used for school purposes, and the separate buildings in the rear utilized for the Kindergarten, the gymnasium and swimming pool, the heating plant and laundry, and the workshop, and found all of these admirably equipped for their respective purposes.

The meeting in the evening was opened with a performance on the organ by Miss Lucille Walter, a pupil of the Pittsburgh School, followed by prayer offered by Dr. Rudolph I. Coffee. Addresses of welcome were given by Hon. H. Kirke Porter, President of the Board of Directors of the Pittsburgh School, and Prof. John A. Brashear, Member of the Board of Corporators, both of whom showed not only keen interest in the case of the blind, but also accurate knowledge of the various problems that confront the educators of the blind.

The presidential address of Superintendent Lucas, of the Little Rock, Arkansas, School, was practical and suggestive, and his conduct in the chair throughout the sessions was beyond criticism. After the formal proceedings in the chapel, there was a reception in the parlors, which gave the delegates an opportunity to meet many of the leading citizens of Pittsburgh, as well as to extend acquaintance with one another.

At the forenoon session on Wednesday, Frank M. Driggs, Superintendent of the Ogden, Utah, School, read a paper on the topic, "To what extent should the education of our pupils be vocational?" He read extracts from many letters received from other superintendents, in answer to his inquiries, and summed up as follows:—

> The problem of educating our pupils so that they will be producers and not parasites, so that they will be useful, and not ornamental only, so that they will be independent and not dependent, so that they will return to generous States worthy citizenship, so that they will be happy and useful people, is indeed a problem.
>
> I should rather use for our pupils handicraft in its many forms as a means of training the hand, the head and the heart. I should not use it primarily to make a tradesman, but to make a handy and proficient individual. I should teach sloyd as a means of education and development, not as preliminary to carpentry. I should give weaving, not to make a weaver, so much as an industrious, useful, independent soul.
>
> Our aim is to give them that life in school that will fit them to continue to live when they leave us. It will not do to treat all alike, for all do not live alike. In the

first place, practically none of our pupils know what particular vocations they are adapted for, nor what they wish to follow. They are too young to decide, and too inexperienced to know. They may think they want to be musicians, piano-tuners, teachers, lawyers, or business men, and even think so strongly as to make a start toward some goal. Circumstances, growth and knowledge, coming with the quickly passing years in school, soon destroy their air castles, and they change their minds and soon wish to enter entirely different avenues.

First, all pupils should receive instruction in various lines of handicraft, for the educative value to mind, hand and heart; in other words, the training of the hand, the cultivation of industrious habits and the happiness derived from actually producing something.

Second, the amount of vocational training must depend upon the individual pupil, his mental capabilities, initiative and adaptability to such instruction, as well as local and home environments and conditions.

Third, every pupil should receive careful and individual consideration, and should be encouraged to specialize as far as possible along those lines of activity his particular case seems to demand.

Fourth, we should follow up our pupils after they leave school or graduate, seek to direct and help them to get properly launched where possible.

Fifth, a complete and accurate list of all graduates and ex-pupils and other blind persons should be kept, so that deductions may be drawn therefrom to guide us in our work. These records could be made of great value in determining the best course to follow, and often would influence other blind pupils in their choice of a vocation.

Sixth, the atmosphere of every school should be to inspire the pupils to love work, to be workers and to be useful. The vocational atmosphere of every school should extend far enough to make every child know that busy hands make happy hearts, and that the faithful, efficient work of head and hand brings home success and happiness.

Miss Harriet A. Lounsbury, of the Batavia, New York, School, read a paper on "What should be the aim in the education of the blind girl, and how should this differ from that of the blind boy?" These are some of her points:

Two of three blind girls are the victims of mistaken kindness of parents and friends. Here the physical trainer has a duty to perform.

Systematic gymnasium work has splendid effect on mind and morals.

A girl needs the instruction and companionship of a genuine woman—one with enough evident force of character to make her want to choose the best—mingled with a certain amount of teaching by men instructors.

Teachers should be broad minded; the pupil, for lack of books and privileges, is closely confined to the views of her teachers.

The pupil's memory should not be overtaxed; the ancient tradition that the blind have more perfect memory than those who see is to blame. The time comes when verbal memory should give way to logical memory.

Teach the pupils the branches pertaining to the household.

Music recommended, not only for the training of the mind and artistic sense, but for the pleasure of the learner.

Do away with any objectionable mannerisms and any conceit.

Praise neatness in dress, good table manners and modulated voice.

Mr. Driggs' paper was discussed by Superintendent George S. Wilson, of the Indiana School, who commended the points made; by Mr. H. R. Latimer, of the Maryland School, who advised teaching trades between the ages of 14 and 18, and keeping the boys in school for that purpose after they were fairly well grounded in the literary branches: by Mr. C. F. F. Campbell, of Ohio, who made a plea for a full day's work, or at least half a day. He considered an hour a week at tuning or broom-making as a farce.

Mr. John E. Ray, Superintendent of the North Carolina School, opened the discussion on Miss Lounsbury's paper, and was followed by Miss Gertrude Bingham, of the New York public schools; Mrs. Elwyn H. Fowler, of Massachusetts; and Miss Lydia K. Hayes (blind), of New Jersey, who in an able address urged that the limitations of the blind should be recognized by themselves and by their sighted friends.

Before the noon adjournment the Standing Committees were appointed. I

Knitting Room, O. I. B.

was made Chairman of the Committee on Credentials, the duties of which position were not specially onerous.

In the afternoon, Mr. Charles W. Holmes, of Massachusetts, reported on the progress of the movement for uniform type for the blind, and Mr. Campbell spoke on "Work for Women." An early adjournment gave an opportunity to enjoy an automobile ride through the parks and residence sections of Pittsburgh, generous citizens contributing their cars and acting as escorts for the delegates.

There was much disappointment at the inability of Superintendent B. B. Huntoon, of the Kentucky School, to attend the Convention. He was on the programme for a paper on the "History of the American Printing House for the Blind."

In the evening there were three Round Tables. The first, with Miss Alice M. Lane, of Massachusetts, as leader, discussed "Pencil writing; spelling; number." Miss Lane had come, fortified with many specimens of good pencil writing by the blind, but as at former Conventions, there were some who opposed this line of teaching, and I took the opportunity to repeat the arguments in favour of pencil writing which I had advanced at Boston, at Indianapolis and at Little Rock Conventions.

A second Round Table discussed "Piano-tuning," with Mr. Edward G. Roberts, of the Ohio School, as leader. At the third table, Miss Gertrude Pyle, of the Pittsburgh School, led the discussion on "Domestic Science."

At the Thursday morning session, Principal Burritt, of the Overbrook, Penn., School, read a paper on "The expanding view of the field for service of our special schools." He voiced the thought of many of the superintendents of the schools for the blind, that it is not enough to train blind people to pass certain examinations, or to give them academic training equal to what the public schools give, but that the supreme test of the school training is whether it fits the pupils to take an honourable place in the world outside. Moreover, the most efficient school gives a helping hand to the graduates, especially when, at the beginning of their careers, they start out for themselves.

I read the following paper on

**"How Best May We Implant That State of Mind Which Leads to Success"?**

Oliver Wendell Holmes defined success "in its vulgar (that is, popular) sense," as "the gaining of money and position." There are other definitions of the word, but this one is good enough for present use, since the main object of the various enterprises undertaken in the interest of the blind is to make them useful, independent and contented, to which end the gaining of money is essential. The subject, as assigned to me for brief consideration, repudiates by implication the idea that success may be attributable to luck or chance, and suggests that a "state of mind" may at least assist in its attainment. What are the constituent elements of that state of mind? Self-respect, founded on one's willingness to work, on the consciousness of one's ability to do good and useful work, on pride in the quality of one's work. A man of clean life—"he that hath clean hands and a pure heart"—decent in conduct, careful in language, pure in thought, respects himself as he is respected by others. The fraud, the pretender, the hypocrite, is in the long run estimated at his true value. "Know then thyself; presume not God to scan," and never have cause to be ashamed of the acquaintance. "The man of independent mind" dislikes to be under obligation to another for anything he can do for himself; if mankind is composed of three classes—workers, beggars and thieves—his place is in the first class, and it is "up to him" to prove to himself

and to the world that there is where he belongs. Ambition to excel is an important ingredient in the "state of mind"—determination to overcome, as far as possible, the disability caused by the deprivation of sight. This does not involve any contention that blindness is not a disability, any foolish pretence that one can do anything better without sight than with sight. The ostrich does not avert danger by hiding his head in the sand. There are as many grades of ability among the blind as among the sighted; one can succeed where another is sure to fail; but each can by trial find the sphere in which he is able to excel, and in that line of effort he has only to do his best. Unthinking sighted people assume, and express *ad nauseam* the offhand opinion, that what one blind person does all blind persons can do. Jones is a successful music-teacher or piano-tuner, therefore Smith—who resembles Jones in no respect except in the fact that both are blind—whose abilities and tastes are so dissimilar to the abilities and tastes of Jones that one might as fairly compare President Taft with the man who blackens his shoes (both having excellent eyesight)—therefore not only Smith, but Brown and Robinson, and all other blind men should be music-teachers or piano-tuners! We who are blind, or who have given much attention to the problems connected with blindness, know how nonsensical such assumptions are, and it is one of our chief anxieties that every blind person should find his or her proper niche. Properly located, agreeably and remuneratively employed, the blind man, as well as his sighted brother, acquires the self-confidence which develops into self-respect. Let the blind neither envy the sighted nor despise them. Be as like them as possible. Remember that neat appearance, tidiness in dress, a correct carriage, the absence of distinctive habits are items which collectively form the basis of public opinion concerning the blind. The person who knows that his clothes are brushed and his shoes blackened before he goes upon the street; who knows that the words are correctly spelled before he mails a letter; who has sufficient general culture to keep up his end in conversation, and mingle with people of culture without embarrassment—who is, in short, a man, not a freak—will not lack the self-respect required to produce the state of mind which conduces to success.

What can the teachers and officers of our Institutions do to implant and cultivate the desired state of mind? They can emphasize at every suitable opportunity the distinction between the self-confidence which is necessary for success and self-conceit, which leads to disappointment and failure. The former is a preventive of morbidness and discouragement, that "state of mind" which causes one to lie down and wait for somebody to come along and pick you up; the latter is mainly due to ignorance of the actual conditions existing in the world of business, and, if firmly fixed, it can only be cured in the school of experience, where one finds that he must "make good" before his merits and abilities will be recognized. Possibly, the blind, as a class, have more excuse for self-conceit than the sighted of the same age. The blind have less opportunity to mingle with the world during their years in school, and they hear visitors describe their commonplace achievements as "wonderful." But, comparing what I have seen and heard of the blind in intimate association during the past nine years with what I remember of the undergraduates and graduates of sighted colleges of forty years ago, I would hesitate to ascribe an extra proportion of self-conceit to the blind student. Hard knocks or hunger will soon put the sighted egotist on his proper level, but we want the blind youth to find his place without the severe discipline that may be only wholesome for the sighted. It is our duty, then, to give to the blind student a clear and correct idea of what he will have to encounter after he leaves school. He must be taught the value of a dollar. He must know that there are difficulties to be overcome, and

what those difficulties are. He must understand that in the world of commerce and industry slipshod methods and inferior products will not be accepted, with blindness as their apology. While encouraging the blind student by narrations of the successes of others who are blind, a fair and just recital of the labour and patience and perseverance by which success was attained in each case must not be omitted. And let the blind youth be assured that his friends and instructors will watch his career, rejoicing in his success or sorrowing over his failure, and always anxious to give him a lift or a fresh start if he is worthy.

These things cannot be made a possession of the pupils in a day, or a week, or a year. They must be impressed individually, as well as collectively. First, get the pupils into a state of mind in which they will know that the main object in life of those to whose care they are intrusted is to do them good, to make them good, and to fit them to make good. It must be true, or the pupils will not believe it. It must be constant, not spasmodic. Talk to them as to members of a family, in which the interest of one is the interest of all. Let them know the reason of every order or direction, so they will see that restrictions are designed for their benefit, and not framed to indicate or illustrate the superintendent's authority. As in the family circle, a member can talk freely of subjects which it would be treason to mention outside of that circle, so matters of peculiar interest to the blind can be discussed in a free and friendly manner at roll-call or reading hour, when no outsiders are within hearing. I place most reliance upon the private, confidential conversations with pupils, in which they are encouraged to tell their wishes, hopes and aspirations, and are given the benefit of whatever my own experience and observation enable me to suggest. Advice given in this way must be suggestive, rather than authoritative. The pupil may or may not regard the superintendent as a man who "knows it all," but woe unto the superintendent who thinks of himself in that way, or who has the air of expecting others to take him at that valuation. When we cease to learn we become unfit to teach. With time and patience and sympathy, one can get a pretty fair idea of the capabilities of each pupil—of his strong points and his weak points—the dangers to be avoided, the probabilities of success or of failure, before it is time for that pupil to leave the school. And if the pupil has confidence in him—confidence based on deeds as well as words—the superintendent can, in the course of years, remove many delusions, replacing them by accurate knowledge of facts such as form the chief chapter in the life-story of a blind man or woman, and thus inducing that state of mind which helps to bring about success.

Mr. C. F. F. Campbell, of Columbus, Ohio, followed with an address on the same topic, in the course of which he complimented me on my success in keeping in friendly touch with pupils, parents and ex-pupils, as shown in their letters incorporated in the annual reports of the Ontario Institution, and also on my facility in making friends of all the young people attending the conventions for the first time.

In the afternoon the members of Convention were shown through the great iron and steel works at Homestead.

The evening Round Tables dealt with "The Montessori method" and "Manual training and object teaching." As I was kept busy with committee work, I could not be present at either of these, but I found a chance to examine the Montessori apparatus.

At the Friday morning session, Superintendent Oliphant, of the Academy for the Blind, Macon, Georgia, read a splendid paper on "The school curriculum—should we aim to follow that of the local public schools"; and Mr. Carroll G. Pearse,

Superintendent of Schools, Milwaukee, Wisconsin, gave an address on "The practicability of attempting to educate children having sensory defects with normal children." The length of these precluded discussion.

In the afternoon reports of committees were received. The draft of a new constitution was submitted and discussed, but not adopted.

The following officers were elected for the next two years:—

Edward E. Allen, President, Boston, Mass; John E. Ray, First Vice-President, Raleigh, North Carolina; Thomas S. McAloney, Second Vice-President, Pittsburgh, Pa.; W. B. Wait, Corresponding Secretary, New York City, N.Y.; George D. Eaton, Recording Secretary, Vinton, Iowa; F. H. Manning, Treasurer, Talladega, Ala.

Executive Committee: Frank M. Driggs, Chairman, Ogden, Utah; Edward E. Allen, *ex officio,* Boston, Mass.; Miss Harriet A. Lounsbury, Batavia, N.Y.; George F. Oliphant, Macon, Ga.: H. F. Gardiner, Brantford, Ont.

Superintendent and Mrs. McAloney were complimented and thanked for the excellence of their arrangements for the entertainment of the delegates, and the Convention adjourned.

### Exeter Conference

Since the publication of last year's annual report, in which brief reference was made to the Third Triennial International Conference on the Blind, held at Exeter, England, July 3rd-7th, 1911, I have received the delayed report of that meeting.

Miss E. W. Austin, Secretary and Librarian to the Incorporated National Lending Library for the Blind, read a paper on "Libraries for the Blind," which was very thoroughly discussed.

Rev. St. Clare Hill, Principal of the Royal School for the Blind, Leatherhead, addressed the Convention on "Teachers of the Blind: their training, qualifications and reasonable prospects of employment." He quoted from Canon Daniel: "The true test of a system of education is not the number of geniuses produced under it, but what it does for the child of average capability and application." From Dr. Fitch: "In the case of a schoolmaster, as in that of the priest or of the statesman, mind and character have to be influenced; and it is found that, in the long run, nothing can influence character like character." "But," said Mr. Hill, "I am most anxious not to appear to minimize the value of personal literary attainments in the teacher. I have spoken first of the individuality of character because I am assured that, given every other qualification, with the absence of this the teacher's work must be a failure. But having said that, I hasten to state that every teacher should give earnest attention to the stock of his personal knowledge, so that he may be equipped to offer food of such a nature as will satisfy the most voracious intellect which may be committed to his care. It is a most serious handicap to a teacher if there exists an insufficiency of knowledge to deal with the subjects he has to teach. It hampers both him and his pupils. More than once I have witnessed a teacher edging round a subject to cover his own personal ignorance, with the effect of producing a nervousness and lack of assurance which are very quickly discovered by the pupil, who therefrom develops a feeling of doubt and absence of confidence, which are fatal to the best relationship."

Discussing the paper, Mr. W. H. Illingworth, of Manchester, named the following essential qualifications in a teacher of the young blind: "Enthusiasm for the work, originality, power of adaptation to the child mind, infinite patience and perseverance, bright and cheerful personality, polite manner, common sense."

Recommending "the careful study of the individuality and character of each pupil," and deprecating "the existing cast-iron system of codes and regulations, which would seem to infer that all children are cast in the same mould, both as regards physique and intellect," Mr. Illingworth added: "At present there are far too many men and women occupying places as teachers, both in blind and elementary schools, who never ought to have been there at all. They have simply gone in for the profession as a nice, respectable way of earning a living; they have no talent as instructors, and no enthusiasm for the work. Such teachers are continually suffering from ennui—tell you they find Institution life depressing and a terrible tax on their nervous energies; are more interested in their time off duty than in preparing lessons for their young charges."

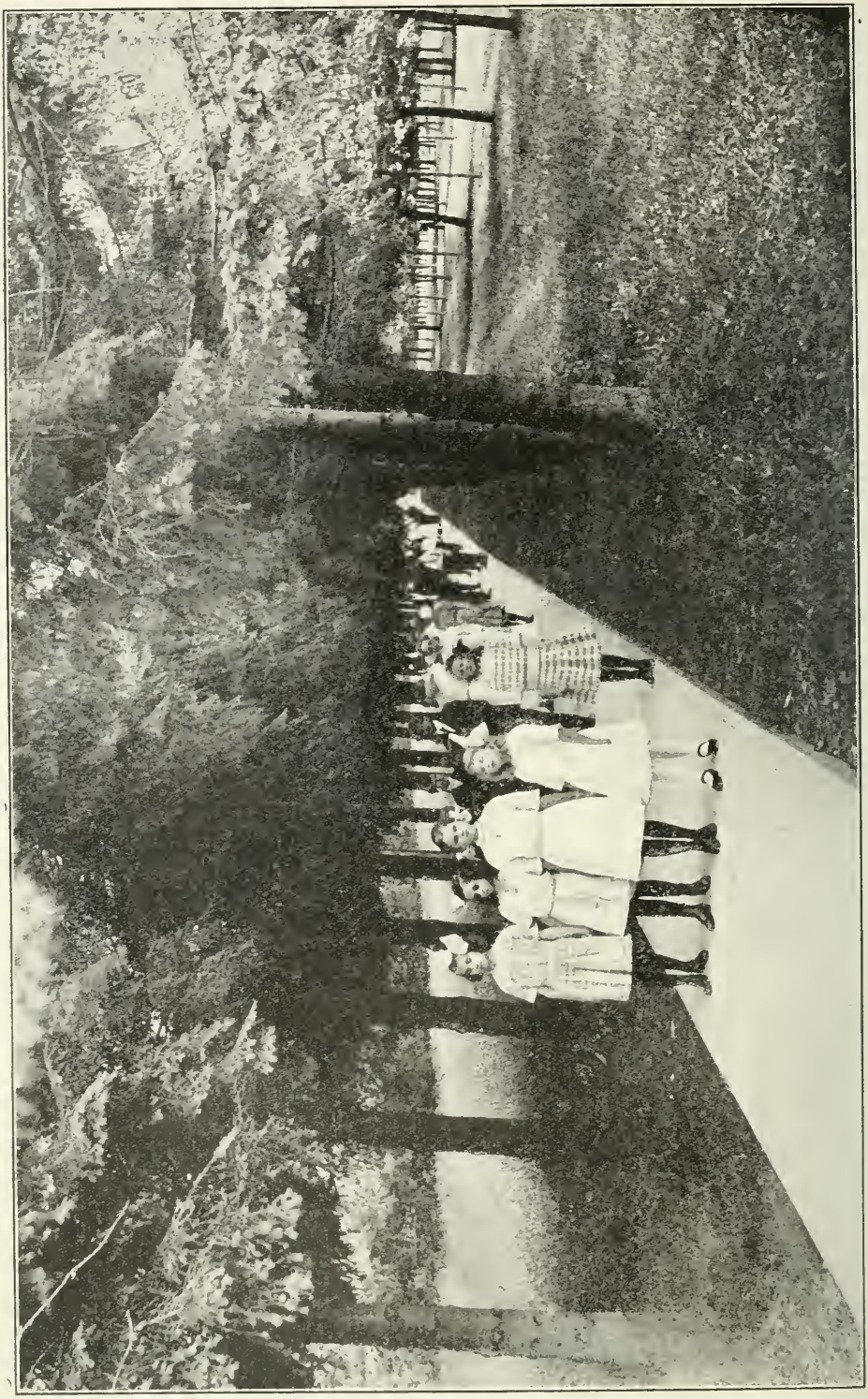
Mr. McAloney, Pittsburgh, Penn., said: "In America we believe in treating the blind very much like the seeing, and the education of the blind differs very little from the education of the seeing. We select our teachers as a rule from the public schools. They must be graduates either of normal schools or colleges, which ensures training and the ability to teach. We go further; we generally select those who are successful in work in the public schools, and take a personal interest in their pupils. A teacher who has not a personal interest in his pupils is not worth employing in an Institution. We have no special training schools for teachers of the blind in America, A good public school teacher in a few weeks could become familiar with the apparatus used for teaching the blind. We believe in selecting teachers who are willing to work and who take an interest in their work. A teacher who will do only the amount of duty specified in the rules is a very poor Institution person, and we expect our teachers to take a personal interest in everything connected with the school."

Mr. Ritchie, Manchester: "The ordinary trained and certificated teacher is 95 per cent. qualified already for teaching the blind. He must adapt his methods, but it is only an adaptation of the same principles."

Mr. Gribben, Paisley: "Will you tell me how many occupations there are that the blind are engaged in where a blind man can afford to keep a wife? There are only two kinds of women who will marry a blind man; the woman who will marry him must either be a fool or a heroine; for to face life with a blind man who has not an independence requires a woman the nearest approach to an angel to be found on this side of paradise."

Mr. W. H. Dixson, Oxford: "After all, our work is not mainly connected with the young blind, but with the grown-up and outdoor blind, who are in the majority."

Mr. H. C. Warrilow, of Oxford, read a paper on "The more recent musical education of the blind," in the course of which he said: "Not only is it important for students to hear good music, but when they have reached a certain degree of proficiency, they should have as many chances as possible of playing to people, firstly in socials and concerts in the school, and then in outside concerts. In this connection, I may mention that a tendency has been prevalent for many years to bring the very talented pupils to the fore often to the exclusion of their less talented, though quite capable fellow pupils. This method may have been justified in the past in order to break down the prejudice against the blind, but as the chief aim of an Institution should be not the production of remarkable solo performers, but the turning out of average livelihood-earning citizens, I should like to see the average man receiving more attention than he has done in the past. The world will not do quite so much wondering, but the blind and society would be better off. The wonderment of the public, however, does not matter, provided the blind do not look upon themselves as wonders."



After-Breakfast Walk, O. I. B.

In discussing the paper, Mr. B. E. Tewkesbury, New York, said: "Pupils should not be taught music to the exclusion of other subjects, but music should not be set aside, for it is practically the only art that a blind person can deal with at all. It is a sad thing that many of the principals of the schools for the blind know so little about it. This might be easily remedied; it is not necessary that a person should have a beautiful voice and skilful fingers before one can study music. Principals of schools can study music and be perfectly familiar with the theory, and know what the teachers are doing with the pupils, and whether the results are what they should be. I would like to encourage all the principals of schools for the blind, who do not know music, to take this matter seriously to heart, and make an effort to study music as a duty they owe to their schools.

Mr. Guy Campbell, Norwood: "It is not merely sufficient to have your blind man or woman a musician, and to let it go at that; you must train them, if you want them to be successful, in platform etiquette and platform technicalities. I would like to . . . . explain to pupils how they should stand while singing. After that they should endeavour to learn the art of smiling. If you want blind musicians to go forward and get public engagements, they must be as much like seeing people as possible."

Rev. E. G. Cocks, Devonport: "We are endeavouring to make the inmates of our blind Institution believe that music is a help to them as a recreation, and we believe that in giving it to them as a recreation, we are doing something for them educationally. We are striving to the utmost of our power to make the lives of those who are afflicted as bright and happy and cheerful as we possibly can."

Mr. H. C. Souter, Exeter: "The great evil of to-day among the blind is isolation or exclusiveness. A lady met me on Sunday, and commenting on the number of blind people in Exeter at present, said, 'It is all very good, there are a lot of enthusiastic people in the work, but outside the blind world there is nobody interested.' I am afraid that is true."

Mr. Henry Stainsby, London, read a paper on "After-care, and the better and more general employment of the blind." "While on the one hand there must be no lack of sympathy and kindness on the part of those responsible for the training of the blind, there must on the other hand be the example and inculcation of all those manly, enterprising, self-reliant and self-helpful qualities which go to make a good man, a good citizen and a good workman. With the home worker after-care is of vital importance, and without it many must sink. Comparatively few sighted persons are able to conduct a business successfully on their own account. That being so, what of the average blind man who is sole partner, sole manager, sole employee, sole bookkeeper, sole traveller, sole porter, sole everything? And this is a new business, with little or no capital. What of inferior work due to lack of supervision? What of slack times and sickness? Looking at the question from a common-sense point of view, we are bound to confess that the blind worker is in an extremely difficult position. . . . His own success or failure rests mainly with him. No matter what is done for him, unless he puts forth his best efforts he cannot prosper. I have seen, as we all have, blind persons of good ability sink, through faults entirely their own. . . . The better and more general employment of the blind resolves itself into employment in workshops specially established and maintained for the benefit of the trained worker. From investigations I made seven or eight years ago, I found that the home workers' earnings were only 6s. 2d. per week. It has always been patent to us all that the blind, by reason of their heavy handicap, will earn considerably less than the sighted, and my figures amply prove this. Seventy-two per cent. of the employable blind are unemployed. The

number of employable blind persons who are actually employed, either in workshops or at home, the returns show 28 per cent. The percentage of employable persons who are engaged in workshops is 20 per cent., so that only 8 per cent. of the employable make any sort of living at home occupations—a striking fact in favour of the workshop system. It is estimated that 200 pupils leave our training schools annually. Few have ever found their way into workshops for the sighted, and now that employers are responsible for accidents these workshops are entirely closed to the blind. The objections to residential Institutions for adults are:—(1) Few Institutions receive persons over 21; (2) Married men should not be separated from their families; (3) Very few adults would bear the restraint and discipline of Institution life, be it never so light. It ought to be a standing regulation that where a blind trader has secured a footing with a customer, no other blind trader should attempt to dislodge him."

Mr. H. W. P. Pine, Nottingham: "I am fully in agreement with Mr. Stainsby that the best system of after-care is workshops. But some there are who have an ambition to work for themselves, and though the difficulties in the case of a blind person are of course much greater, it is in my opinion very desirable that, when possessed of the necessary energy and force of character, they should be scattered among the seeing population and work independently. I agree that it is an essential to success in life that the training given in our Institutions shall not only be thoroughly practical, but that it shall be intelligently directed to the pupils' after life in the world outside. There never was a time when so much was done for the pupils in our Institutions, nor when so much solicitous kindness was shown to them. But herein lies a great danger, and this very excess of doing for them and providing for their every want or fancied necessity, and their every whim, may be their undoing, in that they are not taught to lean more upon themselves. The blind, from their very affliction, and also from the training that in many cases they have received, are too apt to rely upon other people."

Miss E. Bainbrigge, London: "I do indeed think that after-care should begin at school, and pupils should be taught how to make themselves useful at home, not taught trades only. What I have often found is that children who are taught at school have had everything made so comfortable for them that they do not care to make themselves useful at home. I would have every boy taught how to scrub and clean the windows, and I would give prizes, if I had the management of a school, for the best scrubbed table and the best cleaned window. I knew a man of ninety who had been blind for many years, and until within a few months of his death he shaved himself and cleaned the windows for his wife. Then the girls should be taught to cook, and be also taught scrubbing, washing, sewing and cutting-out their own clothes. Of course, teach them trades as well, but teach them these things first. I understand that in Italy blind people do a good deal of farm work, but even in Cumberland they do some. Now it seems to me the chief thing wanted is to establish small workshops. This need existed thirty years ago, when my father founded a workshop for the blind in Kent. His idea was that there should be small workshops for men who lose their sight, and that they should not be sent to a school for young people. He thought they should live at home and go to the workshop from day to day."

Mr. Miles Priestley, Bradford: "In nearly all cases that I have known, home employment has failed for want of necessary supervision; the wages earned are very small, and we have passed the time when the home should be turned into a workshop. Nevertheless, to help the blind by home work is better than no work at all. We have the following problems to be confronted:—

Unemployment in the case of 72 per cent. of the employable blind, and this percentage will rapidly grow.

Insufficient workshop accommodation and insufficient work for the employees.

Inadequate supplement in many workshops and none at all in others.

But there are other matters which also claim attention, *e.g.*—

Lack of funds to meet increased deficits consequent on the extension of workshops.

The necessity for the improvement in the methods of training, principally in connection with those who lose their sight too late to enter training institutions.

The employment of the inefficient or slow worker; and

The difficulty of competing with factories for the sighted where every new kind of labour-saving machine is introduced. The chief aim of workshops for the blind is to provide labour, not to save it.

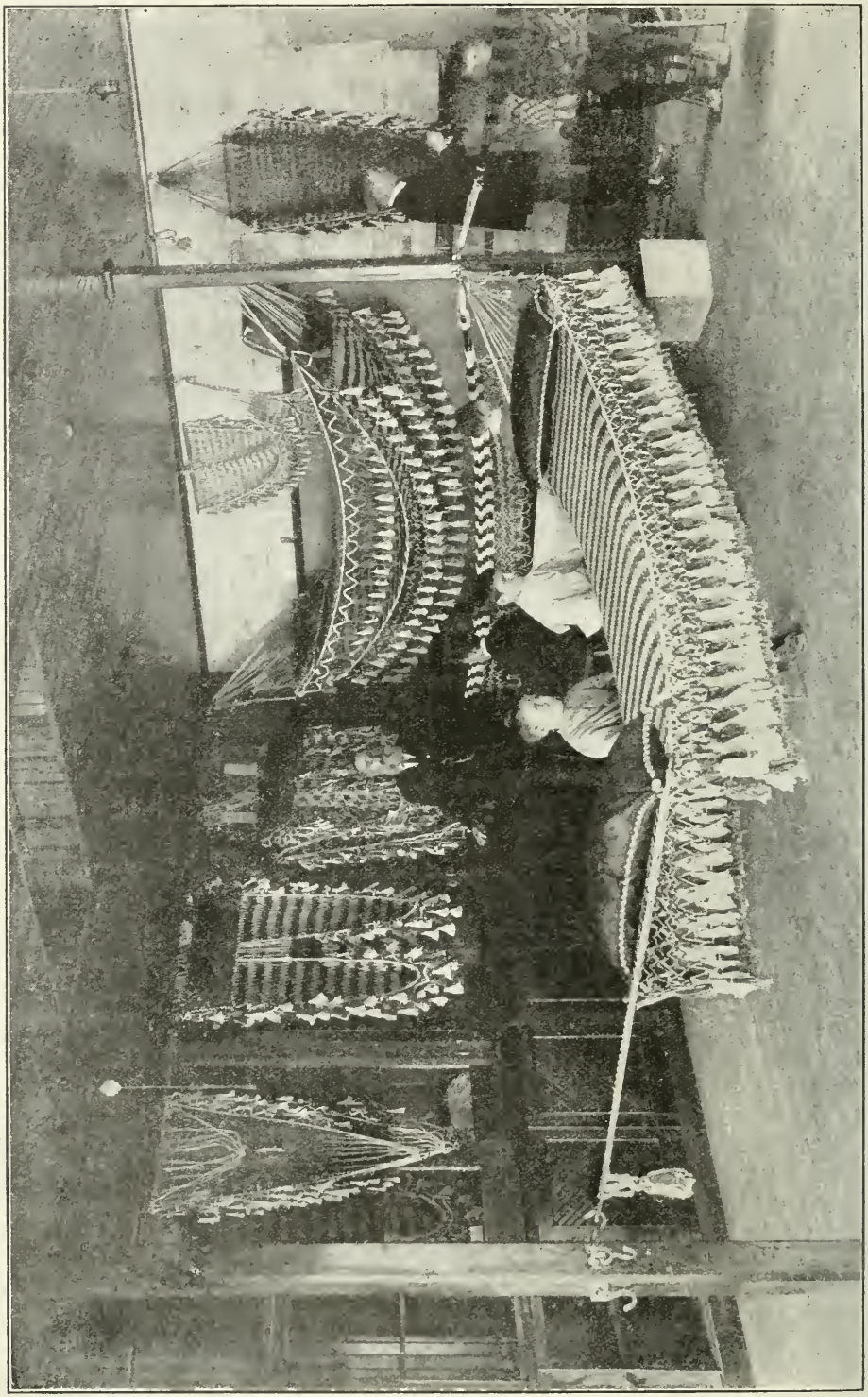
The partially defectives form a very difficult part of this problem."

Mr. J. E. Gregory: "With regard to pensions, I say that where a person is overtaken by blindness late in life, the combined efforts of all the gentlemen at the head of institutions would be wasted in the attempt to teach a trade to that person. His fingers are not supple enough, his horny hands are too hard to enable him to learn to read Braille. I do not think that the blind ought to go into the workhouse, and I feel convinced that the cost to the community of their maintenance in the workhouse, if placed in the blind men's pockets, would be sufficient for them to jog along without troubling anybody. At present a great many institutions pay trade union wages, but the term trade union wages, when applied to blind people, is an absolute farce. The trade union rate of wages means that the piece work rates paid in workshops for seeing workers are paid to the blind—that is to say, a blind man receives five shillings for a basket for which a sighted workman would be paid the same amount, but of course it is out of the power of the blind to do as much work as the sighted, and that being so, although the trade union wages are paid, a blind person often walks away with considerably less money than is required for him to maintain a decent existence. It is regrettable that the percentage of unemployed blind persons is so large. I think we are quite justified in asking both local and Imperial governing bodies to help in the establishing of workshops for the blind in convenient centres. A blind person cannot go into a sighted shop. He requires special equipment. Employers now are not inclined to take persons under any disability."

Mr. W. H. Illingworth, Manchester: "Care should be taken that, at concerts and other public meetings in which the children take part, the chairman and other speakers should be carefully coached beforehand so that they do not speak in exaggerated terms of the 'wonderful exhibition of talent,' 'surpassing even what most sighted people can do.' That kind of thing has a bad moral effect on the pupils, and I think if this paper does no more than cause those attending this Conference to guard against such expressions, and the over-coddling of pupils, it will have done a great deal towards reducing the amount of after-care which is necessarily created by such treatment. The condition of many of our young blind may be likened to plants in a conservatory, and many of them have no opportunity of a hardening-off process."

Mr. Herbert Royston, London: "The blind do not very often meet with accidents. They know the risks they run, and are always looking after themselves."

Mr. William H. Patrick, New York: "I went blind at the age of forty-two. The blind must stand on their dignity, and show themselves men; they should mix with sighted people and place themselves on a level with them. Stand on your rights



Hammock Shop, O. I. B.

as men and women; don't be put down because you are blind. And more than all, don't let the public see any difference between you and the seeing people. I want to emphasize the fact that every blind man and woman, regardless of whether they can earn sufficient to support themselves, should work. I know that it is impossible for many of us to support ourselves entirely; but if we cannot do that, at least let us show that we are willing and able to do something towards it."

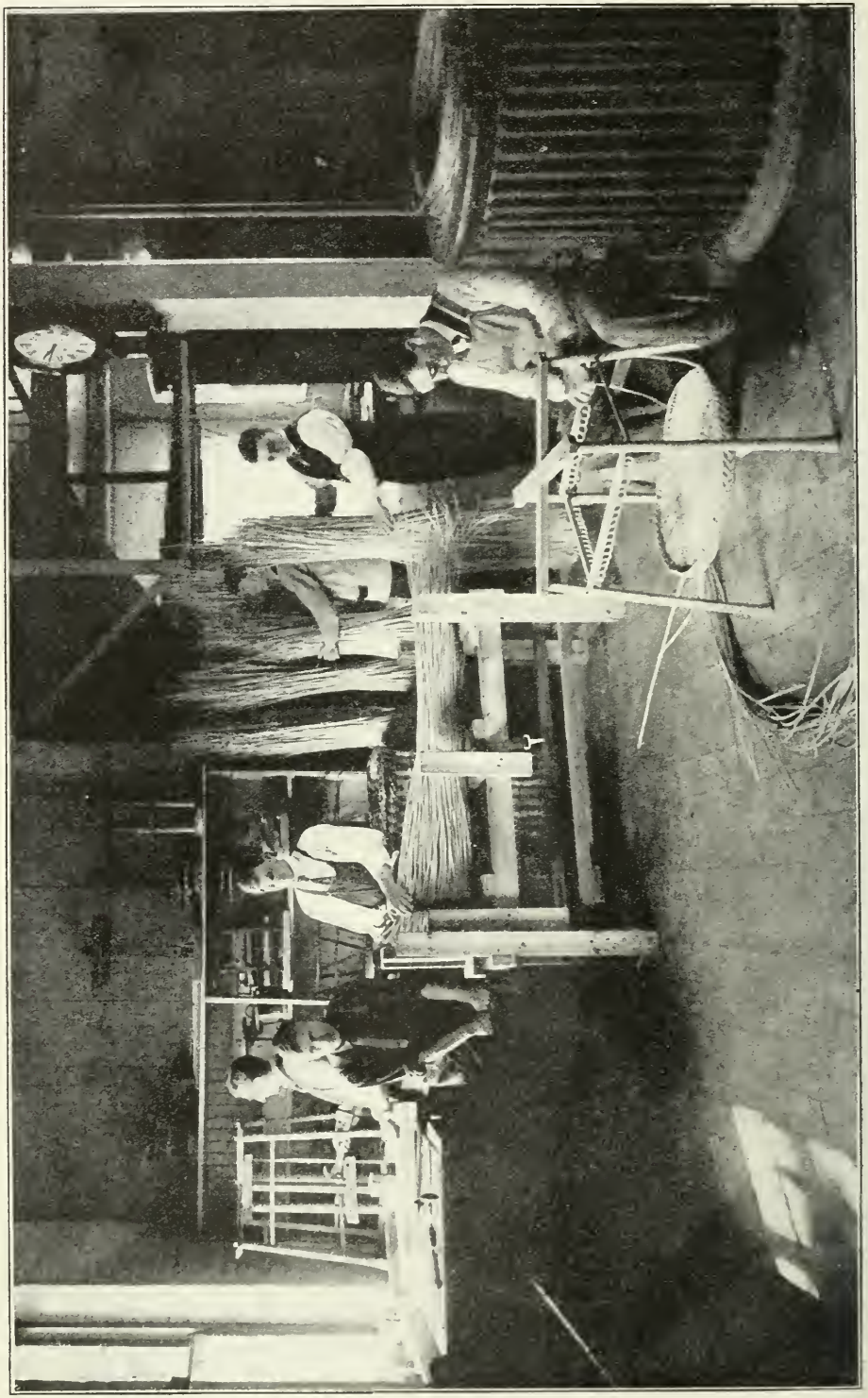
Herr Reusch, Darmstadt, Germany: "The Prussian system provides homes and factories for the blind. The begging blind receive nothing from the fund. Blind street organ-grinders are amenable to the law; the blind who intermarry must forego their benefits. The blind are scattered about and the majority are visited periodically. Material is supplied to them through the institutions, and goods are sold for them which they are unable to sell for themselves. For those who are too old to work there is an asylum in Saxony. We have practically the same employments for the adult blind as you have in England. The best paid employment for the blind is without doubt the piano tuning. In Germany there are about 260 blind tuners at work; 160 of these work in factories, and their wages vary from 13 shillings to 16 shillings per week. There are 30 or 40 blind organists, many of whom are also piano tuners and music teachers. The salary of an organist runs from £15 to £100 per year."

Miss Beatrice Taylor, London: "I speak simply as one who comes in contact with these teachers (in many blind schools scattered over Great Britain from Aberdeen to Southsea), as dear, kind, human beings who love to do their very best for the children they have in their charge. The testimony I bear is almost beyond my power to express in words. It is the knowledge from personal experience that you have amongst you a magnificent body of men and women who give, not only what they are paid to give, but also what cannot be bought for money, a large percentage of their very selves to forward the interests and make happy the lives of the children under their care."

Mr. Frew Bryden, Glasgow: "I think that it ought to be kept in mind more than it is that even the blind basket-maker needs sighted help, and I can point to many who turned out failures because they were quite alone; if they had been in partnership with a sighted man they might have done good business."

Mr. William Harris, Eastbourne: "How is it that the blind do not succeed after they leave school? Let us see for a moment. At school they are well fed, well clothed, and well exercised, and also if they are poorly they have a doctor, and if necessary, a nurse, and are well cared for in every way. They leave school, often go to very poor homes, and have none of these advantages. Is it wonderful that they fail? That their health gives way? What can you expect? Having lost their health, their vital power never being very good, they are almost helpless. It is the fashion to praise the blind, and flatter them so much that it would seem that it was an advantage to be blind. We talk of what they can do, and what they have done—but that is only a blind person, not the blind. With regard to occupations, I do not think they can get a livelihood in their own homes. Certainly the workshop system is the best. Workshops are clean and healthy; their work is properly supervised, material is provided for them, and the very exercise of going to work and back like other people is an advantage."

Rev. R. Jenkins, Devon: "I think it is a mistaken kindness to encourage them to set up in business on their own account; it is far better for them generally to work in institutions. We find that very few sighted people when they leave school set up on their own account, because it is known that they cannot succeed. Why should the blind be encouraged to do what sighted people seldom try to do, and would probably fail in if they did?"



Willow Shop, O. I. B.

Lady Campbell, Norwood, read a paper on "Training in the Requirements of Social Life at home and in society, and the best methods of securing it."

Mr. Alrik Lundberg, President of the Swedish Federation of the Blind, had for the subject of his paper: "The general pensioning of the Blind, and the raising of national funds as the best way of solving the pensioning problem."

Dr. George Reid, Staffordshire, read a paper on "Prevention of blindness from Ophthalmia Neonatorum."

These papers were fully discussed; reports of committees were submitted, considered and adopted, and a most successful conference brought to a close.

## THE STAFF

**Minister of Education (in charge):**

Hon. R. A. Pyne, M.D., LL. D.

**Deputy Minister:**

A. H. U. Colquhoun, B.A., LL.D.

**Officers of the Institution:**

| | |
|---|---|
| H. F. Gardiner, M.A. | Principal. |
| W. B. Wickens | Assistant Principal. |
| W. N. Hossie | Bursar and Storekeeper. |
| J. A. Marquis, M.D. | Physician. |
| B. C. Bell, M.D. | Oculist. |
| Mrs. M. E. Stewart | Matron. |

**Teachers:**

| | |
|---|---|
| W. B. Wickens | Literary. |
| P. J. Roney | Literary. |
| Miss E. Stobie | Literary. |
| Miss C. Kavanagh | Literary. |
| W. Norman Andrews, F.G.C.M. | Musical Director. |
| Miss E. Moore | Piano and Theory of Music. |
| Miss E. Harrington | Piano. |
| A. Ostler | Violin. |
| Miss M. Middlemiss | Kindergarten and Domestic Science |
| Miss L. H. Haycock | Knitting and Crochet. |
| Miss E. Cooper | Sewing and Darning. |
| Miss K. Burke | Assistant Knitting and Sewing. |
| T. S. Usher | Piano Tuning. |
| W. B. Donkin | Trades Instructor. |
| D. Green | Supervisor of Boys. |
| Miss M. J. Cronk | Visitors' Attendant. |
| Miss E. Scace | Boys' Nurse. |
| Miss M. Stewart | Girls' Nurse. |
| J. B. Wilson | Engineer. |
| G. G. Lambden | Carpenter and teacher of Sloyd and Hammock-netting. |
| G. Grierson | Baker. |
| D. Willits | Farmer and Gardener. |

### Miscellaneous

The annual athletic contests took place on the O.I.B. grounds on Friday afternoon, June 14th, and the prizes therefor were distributed at roll-call on the next Monday morning. The results were as follows:

50 yards, girls under 10—Winifred Cox, Gladys Woodcock.

50 yards, girls under 12—Alma Brunsden, Kathryn Sells.

Half-mile handicap—Sparling Beach and Leonard Sherman.

Book race, 100 yards—Sarah Stearns, Elizabeth Rusk.

50 yards, boys under 10—Walter Garlick, Melville Salter.

50 yards, boys under 12—James Cotter, Joseph Smith.

100 yards, girls under 15—Florence Davies, Gladys Bickerton.

Putting the shot—Walter Simmons, Gustav Golz.

100 yards, 3-legged race—Sparling Beach and Fred Steele; Walter Rees and Orville Frayne.

100 yards, boys over 15—Orville Frayne, Fred Price.

100 yards, boys under 15—Fred Steele, Sparling Beach.

Standing jump, boys under 15—F. Steele, Sparling Beach.

Standing jump, boys over 15—Walter Simmons, Valmore Landriau.

100 yards, fatigue race—Fred Price and Orville Frayne; Sparling Beach and Ion Grills.

100 yards, girls over 15—Elizabeth Rusk, Jessie Bell.

### Bead Work

Between the first of October, 1911, and the eighteenth of June, 1912, the 18 girls and 17 boys instructed by Miss Cronk produced the following articles: 68 small chairs, 26 high chairs, 219 napkin rings, 19 canoes, 33 round baskets, 13 square baskets, 44 round jewel cases, 6 square jewel cases, 5 fern baskets, 2 work baskets, 2 card receivers, 5 pin-cushion stands, 6 picture frames, 7 watch pockets, 14 match scratchers, 10 match safes, 18 cups and saucers, 46 pitchers, 2 sugar bowls, 2 teapots, 4 hairpin holders, 2 hair receivers, 2 handkerchief boxes, 1 buggy, 1 doll's carriage, 2 apples, 1 pear, 1 whisk holder, 2 tables. Total 574 pieces.

### Sewing and Darning

Thirty girls took lessons in sewing, and thirteen in darning, from Miss Cooper, who reports that great interest was manifested in the work. Many pretty and useful articles were made by the pupils for themselves, as well as all the plain sewing for the school. The articles completed were: 1 fancy night dress, 3 fancy underwaists, 4 silk work-bags, 8 dresses, 1 baby doll dressed, 100 pillow cases, 89 sheets, 90 hand towels, 46 glass towels, 53 bath towels, 24 roller towels, 12 table napkins, 4 table cloths, 20 fancy aprons, 80 pieces of mending.

On account of Miss Lee's protracted illness, the class in domestic science was transferred to Miss Cooper, who conducted it successfully.

### Knitting and Crocheting

Miss Haycock, in charge of the knitting room, reports that the girls (39 in knitting and 12 in crocheting) came back after the vacation with lists of articles which they wanted to make to send home for Christmas gifts. Thus their fingers were kept very busy in the class-room, and elsewhere, when they found time to spare from their studies. The articles made are useful, such as mittens, gloves, bed-room slippers, bootees, caps, jackets, shawls, scarfs and socks. One girl during the ses-

sion made to send away one pair of mittens, three pairs of gloves, five pairs of bedroom boots, two pairs of slippers, one pair of men's socks, one teapot holder, one teapot cozy, one shawl, one child's jacket and one pudding-dish cover. Another girl sent away, besides other work, five large fascinators. Indeed, it is surprising to see how much is accomplished by doing a few stitches whenever time allows. By permitting the children to make jackets and bonnets for their dolls, using the same stitches that are used for larger things, we find they take much more interest in their work and are able with very little trouble to complete the larger articles when their turn comes for such work.

### Willow Shop

Twenty-two pupils were instructed in willow and rattan work by Mr. Donkin, a few of them spending nearly the whole day at that work, and others such time as could be spared from literary and other class work. Among the articles made were square and oval clothes baskets, root baskets, apple-pickers' baskets; three-cornered, square and round soiled-linen hampers; scrap, butcher, baker, market, butter, delivery and egg baskets; picnic hampers; suit-cases; parcel truck; flower pots; footstools; jardiniere stands; sewing table; five o'clock tea table, card and pedestal table; verandah chair; combination costume box and window seat. The making of verandah and other furniture has proved most popular with the pupils and is a valuable addition to the lines already taught. The products find a ready market and give a fair profit to the maker.

### Hammock Shop

Sixteen pupils were instructed by Mr. Lambden in netting hammocks (various sizes and weights, single and double head), lawn tennis nets, fish nets, hockey nets, shopping bags, etc. This work is particularly adapted to strengthening the muscles of the fingers and providing clean employment, paving the way to usefulness in other departments. Several ex-pupils continue to order material, showing that they are making good use of what they learned in this department.

### Sloyd Shop

Sixteen pupils worked in this department, under Mr. Lambden's instruction, making satisfactory progress and manifesting great interest in the work. The instructor recommends obtaining more improved tools for the advanced pupils, to produce a better class of work. At present, everything is hand-made from start to finish. A beginner is taught the full use of the plane and try-square; then the production of useful articles is undertaken. These include blocks of rough materials, brought down to a given degree of thickness; boxes in various sizes, such as salt boxes, handkerchief boxes, collar boxes, match boxes, meshes and needles for hammock work, in various sizes; shelving, small tables for music and books; walking sticks, etc. This manual training is of special advantage to the pupils in the piano-tuning department, making them familiar with tools that have to be used in repairing, and giving strength to the muscles and fingers.

Harry White, of Toronto, a pupil fifteen years of age, exhibited at Parkdale Y.M.C.A. a handkerchief box that he had made, and he was awarded a silver medal suitably inscribed with the Association motto, and on the reverse side "Arts & Crafts, 1912, Harry White." It was a very neat piece of work, to be done "in the dark."

Sewing Room, O. I. B.

### Farm and Grounds

The abundance of rain during the summer caused the lawns and shrubbery to remain green and beautiful throughout the season; the trimming of the lower branches from the spruce and pine trees was also an improvement, not only in appearance, but by depriving loafers from town of a place of concealment. Several societies used the park, by permission, for picnic purposes, with a stipulation that paper and other debris should be collected and the grounds left in tidy condition. Drivers of carriages and automobiles seem to prefer the road through the Institution grounds to the shorter public road outside, which sometimes creates a dust nuisance in the summer and causes some anxiety lest a careless automobile driver should fail to remember that a blind child, playing where it has a right to play, cannot be depended upon to run out of danger at the sound of an automobile horn.

The boys worked faithfully when the cold weather came last winter to get a good sheet of ice on the portion of the farm prepared for an outdoor skating rink, using the hose in relays all night; and they enjoyed the results of their labour until their rink was taken possession of by a swarm of boys and men from the city, with whom the association of the pupils was undesirable.

No work has yet been done on the proposed Grand Trunk railway line through the rear portion of the Institution grounds and farm, nor has a beginning been made to the construction of the contemplated city driveway.

Mr. D. Willits, the farmer and gardener, was absent on leave during the months of July and August, the work being left to his assistants. He reports results as follows: Wheat hardly an average crop; buckwheat, small acreage, but good; rye, very good; corn for table use excellent, for feeding, below the average; hay, fair; young clover, excellent. The crop of roots—beets, turnips, both field and table, carrots and parsnips—hard to beat. Early potatoes good, with slight decay; late potatoes far below the average, due to poor soil and blight; some decay. Garden vegetables satisfactory, cabbage, cauliflower and lettuce plentiful; tomatoes, overabundant; cucumbers, squash, pumpkins and citrons choice. The crop of apples excelled any former crop, both in quantity and quality, but marauders were impudent and troublesome.

### Repairs and Additions

Repairs to eave-troughing and other tinsmith work were done by Mr. G. A. Elliott; repairs to plastering by Mr. H. L. Wood. Mr. D. D. Taylor did the painting, kalsomining and papering. The carpenter recommends the substitution of painting for kalsomining of the walls and ceilings. Mr. J. Bartle built a new piano platform in Miss Harrington's class-room. Several floors need to be renewed in maple, and, as previously reported, the corridors adjoining the main entrance need re-flooring, preferably in stone.

Two Kirker-Bender fire escapes are in course of erection from the third floors of the main building.

A new dormitory building for the girls is in process of erection and the contractor hopes to have the roof on before winter sets in.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,

Principal.

Brantford, November 8th, 1912.

## PHYSICIAN'S REPORT

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to present my annual report for the year ending October 31st, 1912.

The health of the pupils has been fully up to the average during the session. Measles broke out early in January, and although a strict quarantine was established, the epidemic lasted until March. A trained nurse was in charge and all made good recoveries. During the year there was rather less than the usual number of petty ailments, as the children generally were kept in particularly good condition.

Among the officers and employees the year was a particularly disastrous one. Early in December Miss Elizabeth Lee, for some years Kindergarten teacher, developed pernicious anaemia. She was carefully nursed for some weeks in the Institution, when she regained sufficient strength to be moved to her home in the city. She gradually failed until near the end of July, when she died.

On December 15th one of the lady teachers developed an acute appendicitis, requiring radical treatment. She made a good, although protracted, recovery.

Later in December, Mrs. Kirk, for many years the efficient boys' nurse, was seized with hemiplegia; she did not regain sufficiently from the attack to resume her duties, and left to enjoy a quieter life at her home in Kingston.

During the session two men, old employees on the farm, retired because of advancing years, and both have since died.

In September, 1912, pupils and teachers returned in good health and have with few exceptions remained well to date.

This report would not be complete did I not make reference to the personal loss which the officers of this Institution sustained in the sudden passing away early in August of the wife of Principal Gardiner; an apoplectic attack seized her in Hamilton without any previous warning and ended fatally in a few hours.

I have the honour to be,

Sir,

Your obedient servant,

J. A. Marquis.

Brantford, November 5th, 1912.

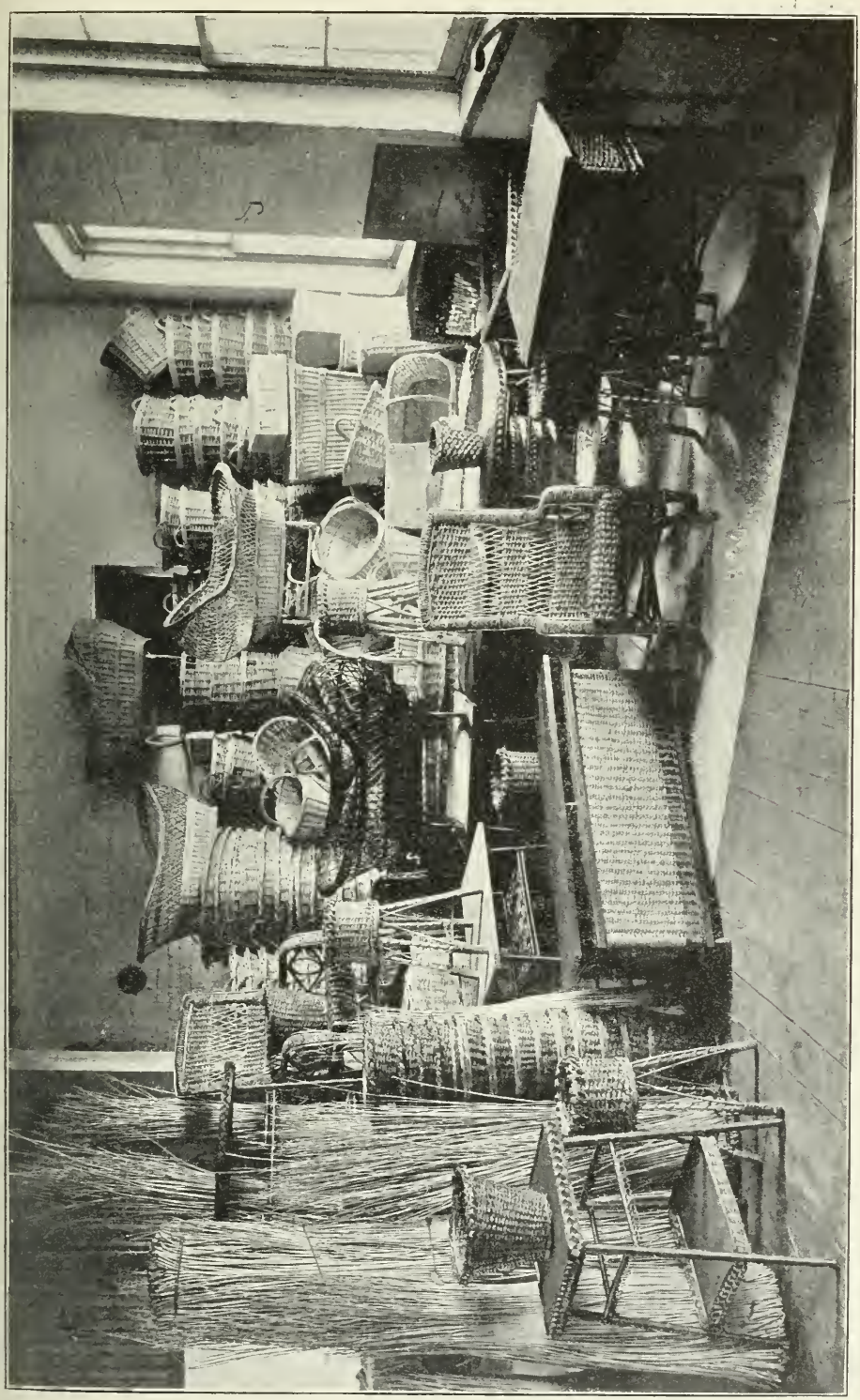
## OCULIST'S REPORT

Hon. R. A. Pyne, M.D., LL.D. *Minister of Education*:

Sir,—I have the honour to report the results of the annual examination of the pupils' eyes.

I examined sixty-one pupils in all—thirty-two males, and twenty-nine females. Of these, eleven males and four females were new pupils, examined now for the first time.

For the last few years it has been noticeable that many more new male pupils than females have been coming to the Institution. A perusal of the tables of causes of blindness bringing the pupils here partly accounts for this, as it is observed that of the males entering this year four of the eleven have been rendered blind by powder explosion of various kinds, and at various ages, males of course being much more exposed to these accidents than females. And as might be expected the injury to



Products of Willow Shop, O. I. B.

sight in this class of case is most severe, the sight being entirely obliterated or limited to the ability to tell light from darkness. These cases are classed as "preventable blindness." It is impossible to get an accurate history of the details of these accidents, so that it is hard to estimate in how far some of them are preventable, but it certainly seems that most of them are due to gross carelessness either on the part of the victim or an associate.

Two cases, one a boy and one a girl, are blind because of an accident to one eye with resulting sympathetic ophthalmia in the other. These, speaking generally, should have been prevented, because, of course, sacrificing the injured eye by early enough removal will save the good eye.

One other case, probably, belongs to this class, but the condition of the eyes does not permit of a positive diagnosis and the history does not help much except to place the time of onset in infancy, altogether making one very suspicious of Ophthalmia Neonatorum. It is very gratifying to note that this is the only case from this disease entering this year.

The other new pupils have deficient sight from the following causes: Optic Atrophy, Retinitis Pigmentosa, Cataract with lack of light perception from some fundus condition not discoverable, High Myopia with resulting fundus changes, Interstitial Keratitis.

All have a degree of deficiency of sight to render them eligible to the Institution without a doubt. And while one or two have the ability to read a little, it would be very unwise to hazard what sight they have, by attempting to gain an education in that way.

Of those pupils examined on former occasions there is little to be said. Comparing their sight with that of former years a few show appreciable improvement, while unfortunately two or three show some loss, but it is evident that the life they live at the Institution is the best possible for these cases, the eyes being relieved from strain, and the general physical condition being kept at the best.

A few pupils required attention during the year for acute inflammations or exacerbations of old troubles: one degenerated eye had to be removed on account of continued and excessive pain. Some ears also required treatment for acute conditions; but considering the number of pupils in attendance the cases requiring attention have been comparatively few.

Respectfully submitted.

B. C. Bell.

Brantford, November, 1912.

## LITERARY EXAMINER'S REPORT

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to submit my report upon the literary work at the Ontario Institution for the Education of the Blind, for the academic year 1911-12. The examinations were conducted June 4, 5, 6, and 7. The following is a statement of results:

### Mr. Wickens' Classes

Bible History.—This class of 27, with two exceptions, showed a good knowledge of the limit prescribed, viz., The Reign of Solomon.

Spelling.—The limit in spelling is Grade 6 and half of Grade 7 of the authorized Ontario Speller. Of a class of 17, five had no errors, and the poorest speller made 62½ per cent.

Geography.—The limit includes the detailed study of the continent of Asia, physically, politically, and commercially. The marks ranged from 25 to 100, the average being 73 per cent.

Physiology.—The limit embraces the nervous system and special senses. Twelve of the thirteen pupils in this class showed a detailed knowledge of the limit. This class was one of the best examined.

Arithmetic.—Ten questions were given on questions involving fractions. The questions were similar to those on Entrance examinations. The average mark of a class of 21 was 84 per cent. This test convinces me that more mental arithmetic should be done in our schools.

Reading.—Fourteen out of a class of 17 read intelligently and intelligibly. The Ontario Third Reader is the text used.

Latin.—The limit includes general work in grammar and chapters 10-20 of Cæsar's Commentaries, Book I. The class, consisting of 4, had made considerable progress, the work of two pupils being particularly good and fully up to matriculation standard.

### Mr. Roney's Classes

Arithmetic.—The limit covered with this class includes addition, subtraction and multiplication, with easy problems. This class showed considerable variation, the marks ranging from 0 to 100, 10 out of 21 securing the latter mark.

Geography.—The work of this class embraces a study of the Dominion of Canada. The answering was good and with two exceptions the class of 18 averaged 80 per cent.

Physiology.—The work covered is the first 64 pages of the Public School Physiology. The pupils showed familiarity with the work.

Reading.—The reading is done from the Primer and First Reader of the Ontario Public School Readers. The class includes some who are just learning the alphabet and others who have been one and two years at the school. Very satisfactory results were obtained, some of the more advanced pupils being able to read with considerable expression.

Grammar.—Twenty-two pupils make up this class which is not well graded, some being much in advance of others. The course covered is Part 1 of the Public School Grammar. The marks ranged from 0 to 100, the average being 68 per cent.

Writing.—The writing of the blind children is very largely a mechanical process, yet much of the work is very legible. The manner in which it is done gives it a uniformity that is lacking with children who see.

Physical Culture.—The class performed a series of calisthenic exercises and marches. Some skipping was well done also. Mr. Roney deserves credit for the proficiency displayed by this large class of girls.

### Miss Kavanagh's Classes

Bible History.—The entire class of 11 pupils was well up in the limit of work, which includes the Fourth Age of the Old Testament, Books of the Old and the New Testament and the Feasts of the Church.

Spelling.—Twelve pupils make up this class, which has covered Grade 2 of the Ontario Public School Speller. Eleven pupils spelled all the words correctly.

Arithmetic.—Twelve problems dealing with loss and gain, commission, taxes, insurance and other application of percentage were given this class. The results were more satisfactory than expected, the class as a whole being well up and pupils averaging 90 per cent.

Geography.—Owing to changes and sickness among the staff of the Institution, this class was not well graded. The work covered includes definitions of terms, geography of the Province of Ontario and the Government of Ontario. The marks varied from 40 to 100.

Reading.—Limit, Ontario Public School Second Reader. The average mark of the eleven pupils of this class was 72.

Grammar.—This class averaged well and had a good knowledge of the parts of speech, inflections and parsing of words.

Writing.—The 21 pupils of this class are able to write the small letters, figures and punctuation marks reasonably well, the average mark being 69.

Object Lessons.—This class showed considerable knowledge of the sources, properties and uses of salt, tea, coffee, butter, cheese, pepper, etc. The class has a good general knowledge of animals and birds, also the life history of common insects.

### Miss Stobie's Classes

Miss Stobie, who succeeds Miss Rae, appears to have done a good work during the past year, as her classes are as a whole well up in the work prescribed.

Bible History.—In this class of 21 pupils, all were familiar with the book of Genesis and had memorized Psalms 1, 8, 15, 91, and 121.

Arithmetic.—Quite a range of work is covered in this class, *e.g.*, multiplication tables to 20 times, L.C.M. and G.C.M., division, multiplication, tables of weights and measures with problems based on same. All averaged about 80 per cent. except two, who evidently are unable to cope with the work outlined.

Geography.—I found this an interesting class and well up in the following limit of work, viz.: General geography of the United States, Mexico and Central America. All did well except two, who are beyond their depth at present.

Physiology.—The nine pupils of this class had studied the bones, muscles, skin, digestion and circulation. The standing of the class was very satisfactory.

Spelling.—The course covered is Grade 8 of the Ontario Public School Speller, and the results were very satisfactory indeed, the average being from 85 to 95 per cent. except in the case of two pupils.

Literature.—The selections read include Tennyson's "Lady of Shalott," "Oenone," "Lotus Eaters," "Morte d' Arthur," "Ulysses," "Crossing the Bar," "Enoch Arden," Shakespeare's "Julius Cæsar." I found the class, with one exception, familiar with all the selections and taking great interest in literature.

Composition.—I had a composition from each pupil, which had been written for me. These covered a range of subjects. Two compositions on original subjects were particularly good. The marks ranged from 65 to 90 per cent. I am pleased to see attention given to this subject and also to know that such results can be obtained.

Grammar.—The examination was confined largely to inflection, analysis and parsing. The results were not as good as in the other English subjects, the marks ranging from 65 to 100.

Writing.—The writing is very good on the average, and is of the characteristic square-hand type. The marks range from 50 to 80.

British History.—The course covered is to the end of the reign of Edward I. This subject is evidently one that the pupils like, as the answers were particularly good and the average high.

Canadian History.—This course extends to the end of Royal Government. The same remarks hold good here as in the British History.

### Miss Roberts' Classes

Bible History.—The limit covers Story of David's Life, Ten Commandments, Lord's Prayer, Names of Books in the Bible, Psalms 1, 19, 23, 91, 117. The results were very satisfactory, the marks ranging from 31 to 100.

Spelling.—The pupils spell the words in the Ontario Primer and the names of familiar objects. As in other classes, the spelling was good, the lowest mark obtained being 60, while several got 100.

Arithmetic.—This is the junior class; the limit includes addition tables 1 to 13, multiplication to 12 times 12. The average mark was 95.

Reading.—The reading was very good, considering that the pupils learn to read the point in this class. There are three very trying pupils in this class.

Kindergarten.—The class when visited was working at paper folding, weaving, chain-making, sewing, modelling in clay, etc. The work in this class is interesting and entirely individual.

### Miss Haycock's Classes

Bible History.—This class covers the Book of Genesis and 34 chapters of Exodus. The 105th Psalm is memorized. This class was one of the best examined, the results being all that could be expected.

Spelling.—The class covers Grades 1, 2 and 3 of the Ontario Public School Speller. The results were good, the marks ranging from 60 to 100.

Knitting and Crocheting.—The variety of objects made by the pupils and the number of different patterns employed are wonderful. The girls like this work and make considerable pocket money from the sale of articles made. Among the articles exhibited were slippers, teapot holders, coats, jackets, boots, gloves, hoods, lace, etc.

### Miss Cooper's Classes

Hand Sewing.—Pupils are taught the various stitches necessary in sewing. They learn to sew by hand and on the machine, and make many articles both ornamental and useful. Waists, blouses, fancy bags, pillow cases, aprons, dresses, quilts, kimonas, towels, sheets, etc., were done or in process of making.

Darning.—The pupils become quite expert at this work. All the girls of the class do their own darning.

Domestic Science.—Owing to the small room devoted to this work, the number of pupils receiving instruction is small. The girls do work that compares quite favourably with pupils that see. They take down in point print the recipes and instruction which are afterwards used at home. It is unfortunate that the work cannot be extended. I was served with a dainty lunch which was prepared by the class during the afternoon.

### Miscellaneous

Bead Work.—Miss Cronk has a large class in bead work and, while the articles made have, as a rule, little commercial value, the children make many articles which are sold to visitors, thus earning spending money. This work is a good pastime.

Sloyd and Netting.—Splendid rooms are fitted up for this work. Thirteen boys work at the former and 15 at the latter occupation. The character of the work is excellent, but in the former case progress is necessarily slow. Some finished

specimens were exhibited and others were in progress during my visit. Walking sticks, footstools, trays, sleeve-boards, key racks, music cabinets, brackets, etc., were noticed among the completed models.

Willow Work.—This is one of the occupations best suited to the blind. The boys become expert and work very rapidly. The display of articles was very extensive and varied in character, and quite the equal of any hand work found in the market. Baskets of all sorts and sizes, jardiniere stands, rockers, tables, cradles, hampers, boxes, etc., were to be seen.

**Notes**

1. It is a source of satisfaction to see that more of the Public School books are being printed in point by the Institution press.

2. The appropriation to the Institution will no doubt provide many improvements in the accommodation.

3. Good results followed the visits of Mr. Donkin to ex-pupils during the last vacation in connection with the willow industry.

All the foregoing is respectfully submitted.

E. E. C. Kilmer, B.A.,

Inspector Brantford City Schools, Examiner.

Brantford, June 19th, 1912.

## REPORT ON MUSICAL INSTRUCTION

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to submit my report on the musical work accomplished at the Ontario Institution for the Education of the Blind, Brantford, during the past academic year.

My examination in Practical work was conducted on June 12th and 13th. The Theoretical papers were examined on June 14th.

The Practical subjects submitted for examination included Piano, Organ, Violin, Solo-singing and Voice production, Choral Class work and Piano-tuning.

The Theoretical subjects were: The Rudiments of Music, Harmony, Counterpoint, Canon and Fugue, Form and History.

Forty-six pupils entered for examination in piano-playing, four in organ, fifteen in violin, four in solo-singing, one in practical teaching of the piano, and twenty-seven in the Theory of Music.

Piano.—In the Primary Piano Class five candidates were examined, three of whom showed fair promise, but in the case of the other two, I would suggest that in music they have not found the work for which they are best fitted, and that some other study should be allotted to them instead.

In Grade No. 1, of fifteen pupils one obtained first-class honours (85 marks and over), one second-class honours (75 marks and over), and, of the others, only one failed to qualify for the certificate.

In Grade No. 2, of thirteen pupils two obtained honours and eleven passed.

In Grade No. 3, of nine candidates who entered two obtained honours and seven passed.

In Grade No. 4 (advanced), the only candidate passed with second-class honours.

In Grade No. 5, the only candidate passed a very good examination with first-class honours.

In Grades No. 6 and 7, one candidate in each of these grades was presented, and both passed—obtaining second-class honours.

I have peculiar satisfaction in offering my warmest congratulations to the Musical Director, Mr. W. Norman Andrews, to Miss Moore and to Miss Harrington on the results of their teaching as shown in the examination. A decided advance has been made since last year, not only in the technical side, but also in the direction of artistic intelligence. In general I found the touch was good, although in a few cases there was a tendency toward heaviness.

Again I would lay emphasis on the importance of adhering strictly to the requirements of each grade as set forth in the admirably-planned syllabus.

Organ.—Four students entered for this subject. One Primary candidate has made a favourable start.

In Grade No. 2, one pupil passed.

In Grade No. 3, the youth who underwent examination shows much promise, and is entitled to an honour certificate.

One candidate, a clever young organist, who has been connected with the Institution for some years, and who holds the Associate Diploma of the Canadian Guild of Organists, is doing excellent Post-graduate work in preparation for a higher diploma. This same student displayed good knowledge in two-part Canon and Fugal exposition.

Solo-singing.—All four pupils (three in Grade 1 and one in Grade 3) presented in singing succeeded in passing the necessary test, although none displayed more than very ordinary attainments.

Violin-playing.—Eleven candidates were presented in the Primary Class; of these, three deserve special mention.

In Grade 1 three candidates are entitled to pass certificates.

It is highly gratifying to realize that the study of the violin is now being taken up seriously, and Miss Jones, who is responsible for this branch of study, can be congratulated on having made a very good beginning.

Theory of Music (Rudiments).—Twenty-six candidates were examined, fifteen in Grade 1 and eleven in Grade 2; twelve gained first-class honours (one obtaining full marks), nine second-class honours, and five passed. This addition (the Rudiments) to the curriculum, supplied by Mr. W. Norman Andrews, fills a long-felt want in this department. The splendid results recorded above alone justify the inclusion of this subject, and the further results must be far-reaching in the future musical education of those connected with the Institution.

Harmony, Counterpoint, History and Form.—Grades 3, 4 and 5. Twenty-seven papers were written—eleven in Harmony, seven in Counterpoint, seven in History and two in Elementary Form.

The majority of the papers sent in were very satisfactory. The highest grade pupils (No. 5) displayed unusual intelligence; and I am glad to note that mere anecdote has been replaced by a concise knowledge of more real important historical facts.

A considerable advance has been made in the study of Harmony; most of the papers were good; some were excellent.

In Counterpoint the three-part examples were rather weak, and I should recommend a thorough mastery of Counterpoint in two parts, before advancing to three and four-part work.

Miss Moore, who conducts the work of the classes in Harmony, History and Form, is deserving of very great praise for the admirable results in these important branches of musical study.

Practical Piano Teaching.—One candidate who is leaving the Institution at the end of the present year gained a teacher's certificate. This young girl-student displayed considerable aptitude for imparting knowledge to those who can see as well as to blind students.

Musical Dictation.—The music students took down, in point print, the notes of a four-part song dictated by the Principal, Mr. H. F. Gardiner. Nearly all obtained over 80 marks for this work, and some reached the maximum. This work was done with remarkable speed and accuracy. This species of dictation (which proves invaluable) enables the student to acquire a knowledge and repertoire of national melodies, hymns, songs and other musical compositions, and also paves the way for the young musical composer to commit his ideas to paper.

The Choral Class is making good progress under the direction of Mr. Norman Andrews. It gave me much pleasure to listen to several part songs by Benedict, Gounod and others. The whole class entered into the spirit of the words and music of these compositions, and the singing evidently gave each and all a keen sense of enjoyment that was quite infectious. The young Tenors and Basses possess voices of refined quality, the Sopranos and Contraltos were good, but had a slight tendency to use their chest voices too much. Of their intonation and clearness of enunciation I cannot speak too highly, and the method of breathing that prevails is distinctly good.

Piano-tuning.—I was much interested in the very useful and important work done so efficiently in Mr. Usher's piano-tuning department. Indeed, I had practical demonstration, when visiting the various studios, that several of the senior students are already good and efficient piano-tuners.

Allow me, in concluding my remarks, to congratulate the Ontario Institution for the Education of the Blind, on the loyalty of all the members of the music staff, as well as on the ability of this staff to carry their good work forward, and to place the work of this department on the high plane of merit which it is rapidly reaching.

I have the honour to be,

Sir,

Yours most obediently,

ALBERT HAM, *Mus. Doc., F.R.C.O.*

TORONTO, June 15th, 1912.

## ONTARIO INSTITUTION FOR THE BLIND

### STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1912

#### I.—Attendance

| | Male | Female | Total |
|---|---|---|---|
| Attendance for portion of year ending 30th September, 1872.. | 20 | 14 | 34 |
| " for year ending 30th September, 1873..... | 44 | 24 | 68 |
| " " " 1874..... | 66 | 46 | 112 |
| " " " 1875 ..... | 89 | 50 | 139 |
| " " " 1876..... | 84 | 64 | 148 |
| " " " 1877..... | 76 | 72 | 148 |
| " " " 1878..... | 91 | 84 | 175 |
| " " " 1879..... | 100 | 100 | 200 |
| " " " 1880..... | 105 | 93 | 198 |
| " " " 1881..... | 103 | 98 | 201 |
| " " " 1882..... ... | 94 | 73 | 167 |
| " " " 1883..... | 88 | 72 | 160 |
| " " " 1884..... | 71 | 69 | 140 |
| " " " 1885..... | 86 | 74 | 160 |
| " " " 1886..... | 93 | 71 | 164 |
| " " " 1887..... | 93 | 62 | 155 |
| " " " 1888..... | 94 | 62 | 156 |
| " " " 1889..... | 99 | 68 | 167 |
| " " " 1890..... | 95 | 69 | 164 |
| " " " 1891..... | 91 | 67 | 158 |
| " " " 1892..... | 85 | 70 | 155 |
| " " " 1893..... | 90 | 64 | 154 |
| " " " 1894..... | 84 | 66 | 150 |
| " " " 1895..... | 82 | 68 | 150 |
| " " " 1896..... | 72 | 69 | 141 |
| " " " 1897..... | 76 | 73 | 149 |
| " " " 1898..... | 74 | 73 | 147 |
| " " " 1899..... | 77 | 71 | 148 |
| " " " 1900..... | 77 | 67 | 144 |
| " " " 1901..... | 72 | 66 | 138 |
| " " " 1902..... | 68 | 70 | 138 |
| " " " 1903..... | 67 | 64 | 131 |
| " " " 1904..... | 68 | 66 | 134 |
| " " " 1905..... | 67 | 74 | 141 |
| " " " 1906..... | 71 | 76 | 147 |
| " " " 1907..... | 72 | 72 | 144 |
| " " " 1908..... | 71 | 68 | 139 |
| " " " 1909..... | 72 | 70 | 142 |
| " " 31st October, 1910..... | 77 | 67 | 144 |
| " " " 1911..... | 76 | 61 | 137 |
| " " " 1912..... | 69 | 55 | 124 |

#### II.—Age of Pupils

| | No. | | No. |
|---|---|---|---|
| Seven years..... | 1 | Eighteen years..... | 12 |
| Eight " ..... | 2 | Nineteen " ..... | 7 |
| Nine " ..... | 5 | Twenty " ..... | 9 |
| Ten " ..... | 4 | Twenty-one " ..... | 5 |
| Eleven " ..... | 10 | Twenty-two " ..... | 3 |
| Twelve " ..... | 8 | Twenty-three " ..... | 3 |
| Thirteen " ..... | 9 | Twenty-four " ..... | 2 |
| Fourteen " ..... | 8 | Twenty-five " ..... .... | 2 |
| Fifteen " ..... | 8 | Over twenty-five years ..... | 3 |
| Sixteen " ..... | 14 | | |
| Seventeen " ..... | 9 | Total ..... | 124 |

### III.—Nationality of Parents

| — | No. | — | No. |
|---|---|---|---|
| American | 4 | Swedish | 1 |
| Canadian | 62 | Russian | 1 |
| English | 36 | Scotch | 8 |
| Irish | 5 | Unknown | 1 |
| Italian | 1 | Welsh | 1 |
| Galician | 1 | | |
| German | 2 | Total | 124 |
| Hungarian. | 1 | | |

### IV.—Denomination of Parents

| — | No. | — | No. |
|---|---|---|---|
| Christian Science | 1 | Salvationist | 1 |
| Baptist | 7 | Lutheran | 3 |
| Disciples | 1 | Jewish | 1 |
| Episcopalian | 38 | Greek Catholic | 1 |
| Methodist | 32 | Unknown | 2 |
| Presbyterian | 19 | United Brethren | 1 |
| Roman Catholic | 17 | | |
| | | Total | 124 |

### V.—Occupation of Parents

| — | No. | — | No. |
|---|---|---|---|
| Agents | 2 | Manufacturers | 4 |
| Bar-tender | 1 | Machinists | 3 |
| Barbers | 2 | Mason | 1 |
| Butcher | 1 | Merchants | 7 |
| Cabinetmaker | 1 | Moulders | 2 |
| Carpenters | 7 | Miner | 1 |
| Carter | 1 | Painters | 2 |
| Caretaker | 1 | Printer | 1 |
| Drayman | 1 | Plasterers | 2 |
| Dairyman | 1 | Sheet metal worker | 1 |
| Electrician | 1 | Policemen | 3 |
| Engineers | 4 | Sailor | 1 |
| Farmers | 25 | Shoemaker | 1 |
| Firemen | 3 | Railway employees | 4 |
| Fisherman | 1 | Stone cutter | 1 |
| Gardeners | 2 | Tailor | 1 |
| Government officer | 1 | Teamster | 1 |
| Fruiter | 1 | Tinsmith | 1 |
| Hackman | 1 | Warehouseman | 1 |
| Jeweller | 1 | Unknown | 3 |
| Labourers | 24 | | |
| Lawyer | 1 | Total | 124 |

## VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1912

| County or City | Male | Female | Total. | County or City | Male | Female | Total |
|---|---|---|---|---|---|---|---|
| District of Algoma | 2 | .... | 2 | County of Northumberland | 1 | .... | 1 |
| City of Belleville | .... | .... | .... | " Ontario | 1 | 2 | 3 |
| County of Brant | .... | 1 | 1 | City of Ottawa | 6 | 5 | 11 |
| City of Brantford | 1 | 2 | 3 | County of Oxford | 2 | 4 | 6 |
| County of Bruce | 1 | 1 | 2 | " Perth | .... | 1 | 1 |
| " Carleton | .... | 1 | 1 | City of Peterborough | .... | 1 | 1 |
| " Dufferin | .... | .... | .... | County of Prince Edward | .... | .... | .... |
| " Durham | 1 | .... | 1 | " Prescott | 1 | .... | 1 |
| " Elgin | .... | .... | .... | " Russell | .... | 2 | 2 |
| " Essex | .... | .... | .... | City of St. Catharines | .... | 1 | 1 |
| " Glengarry | .... | 1 | 1 | " Stratford | .... | 1 | 1 |
| " Grey | 2 | 1 | 3 | County of Simcoe | 2 | 1 | 3 |
| City of Guelph | .... | 1 | 1 | " Stormont | .... | 1 | 1 |
| County of Haldimand | .... | .... | .... | City of Toronto | 10 | 8 | 18 |
| " Haliburton | 1 | .... | 1 | County of Victoria | 1 | .... | 1 |
| " Halton | .... | .... | .... | " Waterloo | 1 | .... | 1 |
| City of Hamilton | 3 | 3 | 6 | " Welland | 3 | .... | 3 |
| County of Hastings | 1 | .... | 1 | " Wellington | .... | .... | .... |
| " Huron | 3 | 3 | 6 | " Wentworth | .... | 1 | 1 |
| " Kent | 1 | 3 | 4 | " York | 2 | 1 | 3 |
| " Lambton | 3 | 2 | 5 | District of Parry Sound | 1 | .... | 1 |
| " Leeds | 2 | .... | 2 | *Saskatchewan | 4 | 1 | 5 |
| " Lanark | 1 | .... | 1 | *Alberta | 3 | .... | 3 |
| City of London | 1 | .... | 1 | *Manitoba | 4 | 1 | 5 |
| County of Middlesex | .... | 1 | 1 | *British Columbia | 2 | .... | 2 |
| District of Muskoka | .... | 2 | 2 | *Quebec | 1 | .... | 1 |
| District of Nipissing | 1 | .... | 1 | | | | |
| County of Norfolk | .... | 2 | 2 | Total | 69 | 55 | 124 |

* On payment.

## VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1912

| County or City | Male | Female | Total | County or City | Male | Female | Total |
|---|---|---|---|---|---|---|---|
| District of Algoma | 8 | 4 | 12 | County of Haldimand | 4 | 5 | 9 |
| City of Belleville | 4 | 1 | 5 | " Haliburton | 1 | .... | 1 |
| County of Brant | 9 | 8 | 17 | " Halton | 7 | 3 | 10 |
| City of Brantford | 17 | 12 | 29 | City of Hamilton | 17 | 21 | 38 |
| County of Bruce | 9 | 11 | 20 | County of Hastings | 6 | 5 | 11 |
| " Carleton | 2 | 2 | 4 | " Huron | 14 | 13 | 27 |
| " Dufferin | 2 | 1 | 3 | City of Kingston | 7 | 4 | 11 |
| " Dundas | 3 | 3 | 6 | County of Kent | 10 | 8 | 18 |
| " Durham | 4 | 4 | 8 | " Lambton | 20 | 8 | 28 |
| " Elgin | 7 | 6 | 13 | " Leeds | 14 | 4 | 18 |
| " Essex | 14 | 20 | 34 | " Lanark | 4 | 4 | 8 |
| " Frontenac | 5 | 3 | 8 | " Lennox | 4 | 1 | 5 |
| " Glengarry | 8 | 1 | 9 | " Lincoln | 3 | 3 | 6 |
| " Grenville | 2 | 2 | 4 | City of London | 12 | 10 | 22 |
| " Grey | 10 | 12 | 22 | District of Nipissing | 7 | 4 | 11 |
| City of Guelph | 4 | 3 | 7 | County of Middlesex | 10 | 13 | 23 |
| | | | | District of Muskoka | 3 | 3 | 6 |

**VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1912—Continued**

| County or City | Male | Female | Total | County or City | Male | Female | Total |
|---|---|---|---|---|---|---|---|
| County of Norfolk | 11 | 10 | 21 | County of Stormont | 5 | 1 | 6 |
| " Northumberland | 6 | 9 | 15 | City of Toronto | 68 | 51 | 119 |
| " Ontario | 8 | 11 | 19 | County of Victoria | 8 | 2 | 10 |
| City of Ottawa | 24 | 7 | 31 | " Waterloo | 12 | 5 | 17 |
| County of Oxford | 8 | 13 | 21 | " Welland | 9 | 5 | 14 |
| " Peel | 2 | 1 | 3 | " Wellington | 10 | 8 | 18 |
| " Perth | 5 | 10 | 15 | " Wentworth | 10 | 10 | 20 |
| " Peterborough | 13 | 5 | 18 | " York | 21 | 16 | 37 |
| " Prince Edward | 7 | 2 | 9 | District of Parry Sound | 2 | .... | 2 |
| " Prescott | 4 | .... | 4 | *Province of Quebec | 5 | 1 | 6 |
| " Renfrew | 8 | 6 | 14 | *Saskatchewan | 5 | 5 | 10 |
| " Russell | 5 | 3 | 8 | *British Columbia | 4 | .... | 4 |
| City of St. Catharines | 2 | 2 | 4 | *Manitoba | 5 | 2 | 7 |
| " St. Thomas | 3 | 2 | 5 | *Alberta | 3 | 3 | 6 |
| " Stratford | 3 | 1 | 4 | *United States | 1 | .... | 1 |
| County of Simcoe | 13 | 11 | 24 | | 541 | 404 | 945 |

*On payment.

**VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1912**

| County or City | Male | Female | Total | County or City | Male | Female | Total |
|---|---|---|---|---|---|---|---|
| District of Algoma | 1 | .... | 1 | County of Ontario | 1 | 2 | 3 |
| City of Belleville | .... | .... | .... | City of Ottawa | 5 | 5 | 10 |
| County of Brant | .... | 1 | 1 | County of Oxford | .... | 2 | 2 |
| City of Brantford | 1 | 2 | 3 | " of Perth | .... | 1 | 1 |
| County of Bruce | 1 | 1 | 2 | City of Peterborough | .... | .... | .... |
| " Carleton | .... | 1 | 1 | County of Prince Edward | .... | .... | .... |
| " Durham | .... | .... | .... | " Prescott | 1 | .... | 1 |
| " Elgin | .... | .... | .... | " Russell | .... | 2 | 2 |
| " Essex | .... | .... | .... | City of St. Catharines | .... | 1 | 1 |
| " Glengarry | .... | 1 | 1 | " Stratford | .... | .... | .... |
| " Grey | 1 | 1 | 2 | County of Simcoe | 1 | 1 | 2 |
| City of Guelph | .... | 1 | 1 | " Stormont | .... | 1 | 1 |
| County of Haliburton | .... | .... | .... | City of Toronto | 8 | 6 | 14 |
| City of Hamilton | 3 | 3 | 6 | County of Victoria | 1 | .... | 1 |
| County of Hastings | 1 | .... | 1 | " Waterloo | .... | .... | .... |
| " Huron | 3 | 3 | 6 | " Welland | .... | .... | .... |
| " Kent | .... | 3 | 3 | " Wellington | .... | .... | .... |
| " Lambton | 3 | 2 | 5 | " Wentworth | .... | 1 | 1 |
| " Leeds | 1 | .... | 1 | " York | 2 | 1 | 3 |
| " Lanark | 1 | .... | 1 | District of Parry Sound | 1 | .... | 1 |
| City of London | 1 | .... | 1 | Quebec | 1 | .... | 1 |
| County of Middlesex | .... | 1 | 1 | Manitoba | 3 | 1 | 4 |
| District of Muskoka | .... | 2 | 2 | Saskatchewan | 2 | 1 | 3 |
| " Nipissing | 1 | .... | 1 | Alberta | .... | .... | .... |
| City of Niagara Falls | 1 | .... | 1 | British Columbia | 2 | .... | 2 |
| County of Norfolk | .... | 2 | 2 | | | | |
| " Northumberland | 1 | .... | 1 | Totals | 48 | 49 | 97 |

**Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditure for the year ending 31st October, 1912. Compared with preceding year**

| Item | Service | 31st October, 1911 | | | 31st October, 1912 | | |
|---|---|---|---|---|---|---|---|
| | | Total expenditure, 1911 | Yearly cost, Average 116 | Weekly cost Average | Total expenditure, 1912 | Yearly cost Average 106 | Weekly cost Average |
| | | $ c. | $ c. | c. mls. | $ c. | $ c. | c. mls. |
| 1 | Medicine and Medical Comforts.. | 157 16 | 1 36 | 2.6 | 137 49 | 1 29 | 2.5 |
| 2 | Butchers' Meat, Fish and Fowl . | 2,233 86 | 19 42 | 37.1 | 2,081 05 | 19 63 | 37.7 |
| 3 | Flour, Bread and Biscuits..... | 532 01 | 4 58 | 8.8 | 536 45 | 5 06 | 9.7 |
| 4 | Butter and Lard..... ..... | 1,512 17 | 13 04 | 23.1 | 1,540 99 | 14 54 | 26.1 |
| 5 | General Groceries..... | 1,331 40 | 11 47 | 22. | 1,672 03 | 15 77 | 33.3 |
| 6 | Fruit and Vegetables..... | 221 83 | 1 91 | 3.6 | 244 39 | 2 31 | 4.2 |
| 7 | Bedding, Clothing and Shoes .... | 419 43 | 3 44 | 6.6 | 275 35 | 2 59 | 4.9 |
| 8 | Fuel—Wood, Coal and Gas ..... | 3,847 88 | 33 17 | 65.7 | *2,072 15 | 19 55 | 37.5 |
| 9 | Light—Gas and Electric ..... | 1,051 74 | 9 14 | 17.6 | 962 25 | 9 08 | 17.4 |
| 10 | Laundry—Soap and Cleaning.... | 449 91 | 3 87 | 7.4 | 318 49 | 3 00 | 5.7 |
| 11 | Furniture and Furnishings ..... | 454 22 | 3 92 | 7.5 | 471 30 | 4 44 | 8.5 |
| 12 | Farm and Garden — Feed and Fodder..... | 656 98 | 5 66 | 10.9 | 795 06 | 7 50 | 14.4 |
| 13 | Repairs and Alterations..... | 1,198 41 | 10 30 | 19.8 | 991 21 | 9 35 | 17.9 |
| 14 | Advertising, Printing, Stationery, etc..... | 518 51 | 4 47 | 8.6 | 445 11 | 4 19 | 8.0 |
| 15 | Books, Apparatus and Appliances | 1,106 64 | 9 54 | 18.5 | 1,026 33 | 9 68 | 18.6 |
| 16 | Miscellaneous—Unenumerated... | 1,251 47 | 10 78 | 20.7 | 1,330 05 | 12 55 | 24.1 |
| 17 | Pupils' Sittings at Church..... | 200 00 | 1 72 | 3.3 | 200 00 | 1 88 | 3.6 |
| 18 | Rent of Hydrants..... | 160 00 | 1 37 | 2.6 | 160 00 | 1 51 | 2.8 |
| 19 | Water Supply..... .. | 426 61 | 3 67 | 7. | 478 54 | 4 51 | 8.9 |
| 20 | Salaries and Wages..... | 22,801 96 | 196 56 | 336.4 | 23,011 72 | 217 09 | 417.4 |
| 21 | Supplementary— | | | | | | |
| | Repairing Pianos and Organs.. | 96 00 | 82 | 1.7 | 146 90 | 1 48 | 2.8 |
| | Hardware, etc..... | 162 10 | 2 26 | 4.3 | 182 12 | 1 71 | 3.3 |
| | Workshops—Willow Dept..... | 172 07 | 1 48 | 2.8 | 675 45 | 6 31 | 12.1 |
| | " Sloyd & Hammock Dept. | 155 84 | 1 34 | 2.6 | ..... | ..... | ..... |
| | | 41,217 20 | 355 32 | 683.1 | 39,755 43 | 375 05 | 721.2 |

*Coal contract not completed. 31st October, 1912.

Certified.
W. N. HOSSIE,
Bursar.

# APPENDIX I

## LIST OF INSPECTORATES AND INSPECTORS

January, 1913

| Inspectorates | Public School Inspectors | Post Office |
|---|---|---|
| Algoma District (in part); Cockburn Island, City of Sault Ste. Marie; Towns of Bruce Mines, Steelton, Thessalon | L. A. Green, B.A. | Sault Ste. Marie. |
| Brant County; Town of Paris; Sections 3, 8, 9, 14, 15, 16, 17, 19, 21, 25 of Townsend Tp.; Sections 1, 2, 10, 11, 12, 13 and 14 of Windham Tp. and Village of Waterford in Norfolk Co. | T. W. Standing, B.A. | Brantford. |
| Bruce, East; Towns of Chesley, Walkerton, Wiarton; Villages of Hepworth, Tara | John McCool, M.A. | Walkerton. |
| Bruce, West; Towns of Kincardine, Southampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton | W. F. Bald, B.A. | Port Elgin. |
| Carlton, East; Village of Eastview | Thos. Jamieson, B.A., 115 Strathcona Ave. | Ottawa. |
| Carleton, West, and Lanark, East; Towns of Almonte, Carleton Place; Village of Richmond (Joint Inspectorate) | Willis C. Froats, M.A. | Carleton Place. |
| Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne | W. R. Liddy, B.A. | Orangeville. |
| Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester | V. K. Greer, M.A. | Winchester. |
| Elgin, East; Town of Aylmer; Villages of Springfield, Vienna | Welburn Atkin | St. Thomas. |
| Elgin, West; City of St. Thomas; Villages of Dutton, Rodney, Port Stanley, West Lorne (Joint Inspectorate) | John A. Taylor, B.A. | St. Thomas. |
| Essex, North (No. 1); Town of Sandwich; Village of Belle River | ..... | ..... |
| Essex, South (No. 2); Towns of Amherstburg, Essex, Kingsville, Leamington | D. A. Maxwell, B.A., LL.B., Ph.D. | Windsor. |
| Frontenac, South; Villages of Garden Island, Portsmouth | S. A. Truscott, M.A. | Kingston. |
| Frontenac, North, and Addington (Joint Inspectorate) | M. R. Reid, M.A. | Sharbot Lake. |
| Glengarry; Town of Alexandria; Villages of Lancaster, Maxville | J. W. Crewson, B.A. | Alexandria. |
| Grey, East; Towns of Meaford, Thornbury; Village of Flesherton | Samuel Huff, B.A. | Meaford. |
| Grey, West; Town of Owen Sound; Village of Chatsworth | H. H. Burgess, B.A. | Owen Sound. |
| Grey, South; Towns of Durham, Hanover; Villages of Dundalk, Markdale, Neustadt | N. W. Campbell, B.A. | Durham. |
| Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville, Jarvis | Clarke Moses | Caledonia. |
| Haliburton and Muskoka East; Town of Huntsville (Joint Inspectorate) | Sylvanus Phillips B.A. | Minden. |
| Halton; Towns of Milton, Oakville; Villages of Acton, Burlington, Georgetown | ..... | ..... |
| Hastings Centre; Villages of Madoc, Marmora, Stirling, Tweed | Wm. Mackintosh | Madoc. |

## List of Inspectorates and Inspectors—Continued

| Inspectorates | Public School Inspectors | Post Office |
|---|---|---|
| Hastings South, and City of Belleville; Towns of Deseronto, Trenton (Joint Inspectorate) | H. J. Clarke, B.A. | Belleville. |
| Hastings, North; South Nipissing, and South-east Parry Sound Districts; Town of Powassan; Villages of Bancroft, South River, Sundridge (Joint Inspectorate) | Jas. Colling, B.A. | Bancroft. |
| Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter | John M. Field, B.A., Ph.D. | Goderich. |
| Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall | J. Elgin Tom | Goderich. |
| Kenora District, and Thunder Bay (West); City of Port Arthur; Towns of Dryden, Keewatin, Kenora, Sioux Lookout (Joint Inspectorate) | John Ritchie | Port Arthur. |
| Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown; Village of Thamesville | Rev. W. H. G. Colles | Chatham. |
| Kent, West, and City of Chatham; Towns of Tilbury, Wallaceburg (Joint Inspectorate) | J. H. Smith, M.A. | Chatham. |
| Lambton, East (No. 2); Town of Petrolea; Villages of Alvinston, Arkona, Oil Springs, Watford | N. McDougall, B.A. | Petrolea. |
| Lambton, West (No. 1); Towns of Forest, Sarnia; Villages of Courtright, Point Edward, Thedford, Wyoming | Henry Conn, B.A. | Sarnia. |
| Lanark, West; Towns of Perth, Smith's Falls; Village of Lanark (Joint Inspectorate) | F. L. Michell, M.A. | Perth. |
| Lanark, East (see Carleton West). | | |
| Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport | Wm. Johnston, M.A., LL.B. | Athens. |
| Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint Inspectorate) | Robert Kinney, M.D. | Brockville. |
| Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville (Joint Inspectorate) | T. A. Craig | Kemptville. |
| Lennox; Town of Napanee; Villages of Bath, Newburgh (see also Frontenac, North) | D. A. Nesbitt, M.A. | Napanee. |
| Lincoln, and Pelham Tp.; Towns of Niagara, Thorold; Villages of Beamsville, Grimsby, Merritton, Port Dalhousie (Joint Inspectorate) | W. W. Ireland, B.A. | St. Catharines. |
| Manitoulin Dist., Algoma Dist. (in part); Sudbury Dist. (in part); Towns of Blind River, Gore Bay, Little Current, Massey, Webbwood | John McLaughlin | Gore Bay. |
| Middlesex, East; Village of Lucan | P. J. Thompson, B.A. | London. |
| Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville | H. D. Johnson | Strathroy. |
| Muskoka, South and West, District; Towns of Bracebridge, Gravenhurst; Village of Port Carling | H. R. Scovell, B.A. | Bracebridge. |
| Muskoka, East (see Haliburton). | | |

## List of Inspectorates and Inspectors—Continued

| Inspectorates | Public School Inspectors | Post Office |
|---|---|---|
| Nipissing, North (see Sudbury Dist.). | | |
| Nipissing, South (see Hastings North). | | |
| Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan (see Brant Co.) | H. Frank Cook, B.A. | Simcoe. |
| Northumberland and Durham, Centre, No. 2; Town of Cobourg; Village of Millbrook | Albert Odell | Cobourg. |
| Northumberland and Durham, East, No 3; Town of Campbellford; Villages of Brighton, Colborne, Hastings | Robert Boyes | Campbellford. |
| Northumberland and Durham, West, No. 1; Towns of Bowmanville, Port Hope; Village of Newcastle | W. E. Tilley, M.A., Ph.D. | Bowmanville. |
| Ontario, North; North-east Parry Sound; Town of Uxbridge; Villages of Beaverton, Cannington (Joint Inspectorate). | R. A. Hutchison, B.A. | Uxbridge. |
| Ontario, South; Towns of Oshawa, Whitby; Village of Port Perry | R. H. Walks, B.A. | Brooklin. |
| Oxford, North, and City of Woodstock; Villages of Embro, Tavistock (Joint Inspectorate) | J. M. Cole | Woodstock. |
| Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich | R. A. Paterson, B.A. | Ingersoll. |
| Parry Sound, South, District; Towns of Kearney, Parry Sound; Village of Burk's Falls | J. L. Moore, B.A. | Parry Sound. |
| Parry Sound, South-east (see Hastings North). | | |
| Parry Sound, North-west (see Sudbury). | | |
| Parry Sound, North-east (see Ontario, North) | | |
| Peel; Town of Brampton; Villages of Bolton, Streetsville | W. J. Galbraith, B.A. | Brampton. |
| Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton | William Irwin, B.A. | Stratford. |
| Perth, South, and City of Stratford (Joint Inspectorate) | James H. Smith, B.A. | Stratford. |
| Peterborough, East; Villages of Havelock, Lakefield, Norwood | Richard Lees, M.A. | Peterborough. |
| Peterborough, West, and Victoria, East; Town of iLndsay; Villages of Bobcaygeon, Omemee (Joint Inspectorate) | G. E. Broderick | Lindsay. |
| Prescott and Russell; Towns of Hawkesbury, Rockland, Vankleek Hill; Villages of Casselman, L'Orignal | John Nelson, B.A. | Kemptville. |
| Prince Edward; Town of Picton; Villages of Bloomfield, Wellington | John E. Benson, M.A. | Picton. |
| Rainy River District, Thunder Bay East, No. 1 Missanable, No. 1 Chapleau; City of Ft. William; Towns of Ft. Frances, Rainy River (Joint Inspectorate) | W. J. Hamilton, B.A. | Fort William. |
| Renfrew, North; Town of Pembroke; Village of Cobden | E. T. White, B.A. | Pembroke. |
| Renfrew, South; Towns of Arnprior, Renfrew; Villages of Eganville, Killaloe Station | G. G. McNab, M.A. | Renfrew. |
| Simcoe, North; Towns of Barrie, Collingwood; Village of Creemore | Joseph L. Garvin, B.A. | Barrie. |
| Simcoe, South-west; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Tottenham | Edwin Longman | Barrie. |

## List of Inspectorates and Inspectors—Continued

| Inspectorates | Public School Inspectors | Post Office |
|---|---|---|
| Simcoe, East; Towns of Midland, Orillia, Penetanguishene; Village of Coldwater | Isaac Day, B.A. | Orillia. |
| Stormont; Town of Cornwall; Village of Finch | James Froats, B.A. | Cornwall. |
| Sudbury District (in part), North Nipissing and North-west Parry Sound; Towns of Bonfield, Cache Bay, Chelmsford, Copper Cliff, Mattawa, North Bay, Sturgeon Falls, Sudbury | D. M. Christie, B.A. | Sudbury. |
| Thunder Bay (see Kenora and Rainy River) | | |
| Timiskaming District, Towns of Cobalt, Cochrane, Englehart, Haileybury, Latchford, Matheson, New Liskeard, Timmins | W. J. Hallett, B.A., B.Pæd. | Haileybury. |
| Victoria, West; Villages of Fenelon Falls, Sturgeon Point, Woodville | W. H. Stevens, B.A. | Lindsay. |
| Victoria, East (see Peterborough West). | | |
| Waterloo, North (No. 1); City of Berlin; Town of Waterloo; Village of Elmira | F. W. Sheppard | Berlin. |
| Waterloo, South (No. 2); Towns of Galt, Hespeler, Preston; Villages of Ayr New Hamburg | Lambert Norman, B.A. | Berlin. |
| Welland; City of Niagara Falls; Town of Welland; Villages of Bridgeburg, Chippawa, Fort Erie, Humberstone, Port Colborne (Thorold Town and Pelham Tp. are under Lincoln Inspector.) (Joint Inspectorate) | John Marshall, B.A. | Welland. |
| Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Village of Clifford | Robt. Galbraith, B.A. | Mount Forest. |
| Wellington, South; Villages of Arthur, Drayton, Elora, Erin, Fergus | J. J. Craig, B.A. | Fergus. |
| Wentworth; Town of Dundas; Village of Waterdown | J. H. Smith | Hamilton. |
| York, North; Towns of Aurora, Newmarket; Villages of Holland Landing, Richmond Hill, Woodbridge | C. W. Mulloy, B.A. | Aurora. |
| York, South; Villages of Markham, Mimico, New Toronto, Stouffville, Sutton West, Weston (Joint Inspectorate) | A. L. Campbell, M.A. | Weston. |
| Brantford, City of | E. E. C. Kilmer, B.A. | Brantford. |
| Guelph, do | Wm. Tytler, B.A. | Guelph. |
| Hamilton, do | W. H. Ballard, M.A. | Hamilton. |
| do do | Jas. Gill, B.A. | Hamilton. |
| Kingston, do | J. Russell Stuart | Kingston. |
| London, do | C. B. Edwards, B.A. | London. |
| Ottawa, do | J. H. Putman, B.A., B.Pæd. | Ottawa. |
| Peterborough, do | A. Mowat, B.A. | Peterborough. |
| St. Catharines, do | D. C. Hetherington | St. Catharines. |
| Toronto, do | Jas. L. Hughes, LL.D., Chief Inspector | Toronto. |
| do do | W. F. Chapman, B.A. | Toronto. |
| do do | W. H. Elliott, B.A. | Toronto. |
| do do | E. W. Bruce, M.A. | Toronto. |
| do do | Jos. H. Rogers, M.A. | Toronto. |
| do do | Geo. H. Armstrong | Toronto. |
| Windsor, do, and Town of Walkerville | Robt. Meade, M.A. | Windsor. |

## List of Inspectorates and Inspectors—Concluded

### R.C. Separate School Inspectors

J. F. Power, M.A. ..... Toronto, 33 Dalton Road.
Michael O'Brien ..... Peterborough.
J. F. Sullivan, B.A. ..... London, 873 Hellmuth Avenue.
Jas. E. Jones, B.A. ..... Ottawa, 88 Henderson Street.
J. P. Finn, B.A. ..... Ottawa, 68 Sweetland Avenue.

### English-French Public and Separate School Inspectors

W. J. Summerby, Supervising Inspector .... Russell.
R. O. White, " " .... North Bay.
E. E. Ingall, B.A. " " .... Ottawa, 156 First Avenue.
V. Hector Gaboury, B.A. ..... Ottawa, The Alexandra.
L. E. O. Payment, M.A. ..... Ottawa, 127 Henderson Street.
Henri St. Jacques, B.A. ..... Sturgeon Falls.

### Chief Inspector of Public and Separate Schools

R. H. Cowley, B.A. ..... Toronto, 124 Delaware Avenue.

### Director of Industrial and Technical Education and Inspector of Normal Schools

F. W. Merchant, M.A., D. Pæd. ..... Toronto, Parliament Buildings.

### High School Inspectors

J. E. Wetherell, M.A. ..... Toronto, 98 Albany Avenue.
H. B. Spotton, M.A., LL.D. ..... Toronto, 426 Markham Street.
J. A. Houston, M.A. ..... Toronto, 105 Roxborough Street.

### Continuation School Inspectors

John Waugh, M.A., D. Pæd. ..... Whitby.
G. K. Mills, B.A. ..... Toronto, Parliament Buildings.

### Manual Training and Technical School Inspector

Albert H. Leake ..... Toronto. Glen Grove Avenue, Eglinton

# APPENDIX J

## REPORTS OF THE INSPECTORS OF HIGH SCHOOLS

### I. REPORT OF INSPECTOR WETHERELL

To the Honourable R. A. Pyne, M.D., LL.D.,
*Minister of Education for Ontario.*

Sir,—I have the honour to submit herewith my Annual Report on the High Schools and Collegiate Institutes in my inspectorate.

During the academic year 1911-12 it was my privilege to visit the Collegiate Institutes at Barrie, Berlin, Brantford, Chatham, Collingwood, Galt, Hamilton, Ingersoll, London, Ridgetown, St. Catharines, St. Mary's, St. Thomas, Sarnia, Stratford, Strathroy, Windsor, Woodstock, and the High Schools at Aylmer, Bradford, Dutton, Essex, Forest, Glencoe, Grimsby, Leamington, Lucan, Meaford, Midland, Orangeville, Parkhill, Penetanguishene, Petrolea, Tillsonburg, Vienna, Wardsville, Waterford, Watford, and Weston. Insuperable obstacles prevented my inspection of the High Schools at North Bay, Sudbury, and Haileybury.

#### Accommodations

*As to Buildings.*—During the year the St. Thomas Board of Education erected an addition to the Collegiate Institute building; the Weston Board began the erection of a new $30,000 High School; the Strathroy Collegiate Institute Board purchased a site and began the erection of a $40,000 building; the St. Catharines Board built an excellent Gymnasium and Assembly Hall.

*As to Gymnasia.*—In my last Report I said that several of the Collegiate Institutes were still grappling with the problem of gymnasium accommodation. St. Catharines and Ridgetown have since satisfied the new requirements. St. Mary's and Barrie have given definite assurances for 1913. Galt and Woodstock will also in 1913 meet the new requirements.

Only a few of the Collegiate Institutes have added the new equipment for gymnasia recommended in Circular No. 8. The apparatus marked in that Circular as indispensable should be purchased during 1913.

*As to Lighting.*—I wish to call attention to a grave defect which exists in many schools in the matter of Lighting. I find opaque blinds on the sunny side of many class-rooms. When the sunlight beats directly in through the windows these blinds are necessarily lowered, and the rooms, to the discomfort of all the pupils, are left in semi-darkness. During the last year in the following schools I called the attention of the Boards to this defect: Meaford, Glencoe, Tillsonburg, Windsor, Galt, Chatham, Watford, and Dutton. Translucent blinds would obviate this difficulty altogether. The most remarkable thing about this use of opaque blinds is the fact that in many new buildings erected in recent years the lamentable mistake has been made of installing objectionable opaque blinds.

*As to Desks.*—The old-fashioned double desks are now almost obsolete. Not more than ten per cent. of the schools now give these antiquated desks a place in any class-room. Your inspectors are urging the banishment of all of these mischievous desks that remain.

### Additions to Equipment

During the year the schools in my inspectorate have spent over $1,100 on books (an average of about $30 a school); $1,400 on scientific apparatus (an average of $36); $450 on museums (an average of only $12); and they have placed on the schoolroom walls 135 pictures (an average of fewer than four pictures each).

### Attendance

Only four schools in my district during the past year had a higher average than thirty pupils to each teacher. The congestion was most marked in Brantford and St. Mary's Collegiate Institutes.

### Reading, Spelling and Writing

A close inspection of the way in which these subjects are taught has been conducted in all the schools. In order that the teachers may be able to learn from this Report the relative status of their classes, I have taken the trouble to collate the results of my examinations and to translate them into percentages.

*Reading.*—Of over seven hundred Second Form pupils whom I tested, 33 per cent. were good, 53 per cent. were fair, 14 per cent. were poor.

Of five hundred and fifty First Form pupils 31 per cent. were good, 53 per cent. were fair, 16 per cent. were poor.

In the Second Form tests my standard was higher than with the First Form pupils.

*Spelling.*—Of over eight hundred Second Form pupils whom I tested 28 per cent. were good, 41 per cent. fair, 18 per cent. poor, 13 per cent. bad.

Of 1,150 pupils of the first year 22 per cent. were good, 35 per cent. fair, 22 per cent. poor, 21 per cent. bad.

In most schools the same test was given to both senior and junior pupils. It is very evident that the senior pupils had profited by their year's work. Indeed, the zeal with which the work in spelling has been prosecuted in some schools may be shown by the fact that in a certain Collegiate Institute I entered a class-room and found a "monitor" diligently drilling the class with a list which contained all the words I had used in the school which I had visited the former week.

*Writing.*—Of eight hundred pupils of Form Second 26 per cent. were good, 58 per cent. fair, 16 per cent. poor.

Of over 1,100 pupils of Form First 20 per cent. were good, 57 per cent. fair, 23 per cent. poor.

Here, also, the year's work had counted for much in the development of the higher classes.

### Mental Arithmetic

For some years the Department of Education has asked the teachers for a specific report on their organization for mental arithmetic. In some schools too little attention is given to this most valuable exercise. Many teachers fail to realize that much more rapid progress can be made in arithmetic, as indeed in algebra, if much of the work is done mentally. Not only do the pupils become more accurate and more alert, but the collective mental gymnastics stir the spirit of emulation and immeasurably increase the zest for work. I could name a few schools where mental calculation is an everyday form of mathematical exercise; and in all these schools the striking effects are patent to every visitor.

### Science Exhibits

The pupils' note-books in Science, as far as the laboratory work goes, are generally satisfactory; but in the matter of the outdoor records of the pupils much is yet to be desired. In at least half the schools these notes have not received the careful direction and constant supervision which are necessary. The quality of the notes, too, is often poor. It would seem that dated records of each pupil's individual observations should be insisted on by the teacher of science. To my amazement the best work in this connection has been done in some of the larger schools where the opportunities for observation have been somewhat limited. Organization and supervision have effected wonders in the face of obstacles.

The pupils' collections of plants, seeds, and insects, improve each year. It is true that some of the younger teachers have overlooked the need of urging upon the pupils the value of correlation with the laboratory work, of identification of specimens, and of an attempt at classification in arranging their specimens. The educational value of pupils' collections depends largely on the skill and judgment of the teacher.

### Supplementary Reading

I return again this year to this very important topic. The direction to the teachers to make out, at the beginning of the year, a short list of books, from which the pupils are to select four, is in nearly all cases observed. However, in some instances the lists are not drawn up with sufficient care. If the object of the course is the cultivation of a taste for good literature care should be exercised to exclude from the selected list all third-rate works and all books which the pupil's immature taste and fondness for light entertainment would attract him to read. Books of solid worth or ancient fame should be preferred. Even in fiction our language is very rich in works of classic dignity.

### As to Memorizing

Sir George Houston Reid in a recent address on education protested against too much memorizing in the schools. In general, his strictures were fair. A strange condition, however, is now occasionally found in our schools. There is too much memorizing of undesirable material and too little memorizing of the things worth while. I may be permitted briefly to illustrate in two separate fields.

On many occasions when I have questioned a class in British history, and when, in order to fix the period of the events discussed, I have asked for an important date, I have met with no response. In themselves the dates mean little or nothing, but in their relation to other dates, antecedent and subsequent, they form part of a framework, to which may be attached in the memory the record of the events themselves in their proper sequence. Without the leading dates the march of events is a chaotic jumble, embarrassing to a degree. The possession in the memory of from fifty to a hundred dates of great events is of incalculable value in marshalling in the memory one's historical knowledge.

In another field the memory should be exercised, especially among young pupils, much more than it now is. The pupils of our middle school classes memorize poetry systematically and amply, because the examiner in literature will trip them up if they are remiss. The pupils of the lower classes do little memorizing in most schools. To many teachers of English I have pointed out the value of learning good poetry by heart. It is not for the purpose of training the memory that poetry should be learned, nor to meet the demands of a written examination. The main purpose should be to store the memory with the noble thoughts and sentiments of the greatest writers. There will come a time in the lives of all when the

recollection of some fine sentiment or sublime thought, expressed in compact and beautiful form, and laid away during youth in the treasure-house of the memory, will be worth much more than all the labour that fixed it there imperishably. The lines may flash up on a public platform, in the give-and-take of social converse, in the writing of a letter, article or speech, or in some hour of distress or disappointment when this rare form of solace may be incalculably precious. I do not advocate the committing to memory of long passages: rather the learning of single lines and brief excerpts from all the masters of song. I have in my mind a collection of brief passages which a certain English teacher asked his pupils to learn between January and June. These passages ranged from one line to twelve, in sentiment both grave and gay, and every passage was worthy of permanent possession in the memory of every pupil. Brief quotations from the Bible and from the great masterpieces of English prose should also be systematically memorized.

### Commercial Classes

By the Statute Law Amendment Act of March, 1911, it became necessary for all High Schools in which a Commercial Department was established to appoint a Committee of Management of eight persons, such committee to be known as "The Advisory Commercial Committee." During the year I found commercial classes in eleven schools of my inspectorate, but eight of these eleven schools had failed to comply with the demands of the Law. In every case, however, immediately after my visit the required committees were appointed by the Boards. It would be expedient now to require from the Boards a special report on the work accomplished by each of these Advisory Commercial Committees appointed last year.

In one of our largest schools, the Hamilton Collegiate Institute, I found no Commercial Classes established, and this situation has existed there for many years. I called the attention of the Chairman of the Board to the strange anomaly, and later, I believe, the advisability of establishing commercial classes in the Collegiate Institute was considered by a committee of the Board, with what result I do not know.

### Middle School Drawing

Only two schools in my inspectorate, the Brantford Collegiate Institute and the Hamilton Collegiate Institute, had last year organized classes in Middle School Art. A good beginning was made in both schools.

### Night High Schools

I found Night High Schools in successful operation in London Collegiate Institute and Hamilton Collegiate Institute. In Hamilton, indeed, full courses for matriculation were pursued in the Matriculation Night School. I have already fully reported to you regarding the work done in these two Night Schools.

### Physical Exercises in Orangeville High School

During my last visit to Orangeville High School I was very much impressed by the excellent system of Physical Exercises practised there. In the re-construction of the school building a spacious gymnasium had been built the year before, and at the time of my last visit the new gymnasium had been in regular use for about a year. It appeared to me that this year of regular exercise had made a marked improvement in the physique of the pupils, and some comments which I made to the Principal drew from him so enthusiastic an appreciation of the value of

calisthenics and gymnastics that I asked him to send in for you a special report. This report of Principal Steele, ex-president of the Ontario Educational Association, should have much weight with those who favour Spencer's dictum, now discredited, of fifty years ago: "Formal exercises can never supply the place of the exercises prompted by nature."

Here follows Mr. Steele's summary of benefits and observations thereon: "*Benefits.*—(1) Improved health of pupils, (2) improved physique, (3) improved breathing, (4) improved carriage and movement, (5) better order during school hours, (6) greater *esprit de corps.*

(1) "There has been marked improvement in the health of the pupils. The regularity of attendance shows this. Colds, headaches, indigestion, and other student ailments of which I used to hear so much, are almost non-existent. Pupils who formerly wished to be excused from taking physical instruction on account of having had appendicitis, or of having been threatened with it, are now as eager as the rest to take the exercises. In no case have the consequences been injurious. Violent exercises cause injury, but the course prescribed avoids all violent movement. Some months ago I told you that I noticed marked improvement in the health and physique of several somewhat delicate pupils. I am glad to say that now I notice still further improvement.

(2) "Round shoulders, uneven shoulders, narrow chests, drooping heads, form too frequently part of the schoolroom harvest. I have seen enough during the last few months to convince me that all these deformities may be, in a marked degree, remedied by a faithful performance of the physical exercises in the course prescribed for our schools. I wonder if the Education Department has any idea of the injury done to girls by causing them to carry to school an armful of heavy text-books. Girls carry their books on their left arms, and I have frequently drawn the attention of members of my staff to the harmful effect—lowered left shoulders and curved spines. This intensifies the injury that constant sitting at desks tends to cause. If for no other reason, a course in physical exercises that would counteract this harmful influence would be warranted. The Department, also, should not ask lower school pupils to carry heavy books that contain material covering the greater part of the High School course—such as the French Grammar, the Latin Grammar and Reader, etc.

(3) "We are becoming a race of mouth-breathers instead of nose-breathers; hence the prevalence of swollen tonsils, adenoids, catarrhs, etc. The course in physical exercises, if carefully followed, will soon correct this fault. The ascent near our High School tests the breathing of the pupils. Many a time I have noticed that fully fifty per cent. of the pupils would keep their mouths open to get breath while climbing this hill. I have frequently told them that they should be careful to breathe through the nose; but it requires the training of the gymnasium to correct faulty breathing. An ounce of practice in the gymnasium is worth a pound of advice in the class-room.

(4) "It is important to train pupils to carry themselves well, to keep their heads up, to put spring into their walk, and to put grace into every movement. A thorough course in physical training makes the body the obedient, ready, active and efficient servant of the mind. It does more. It demands concentration of mind, quick decision, and immediate obedience.

(5) "Physical training helps to correct the restlessness, inattention, and weariness, so often seen in the class-room; and this improves the order. Impure air and lack of proper exercise by the pupils are accountable for much of the disorder complained of in schools. The remedy is better air, more exercise, and less scolding.

(6) "The associating of pupils in pleasurable, healthful, invigorating exercises, does much to cultivate *esprit de corps* among them. The community interest needs cultivation.

"These few remarks are not the result of reading works on physical culture, as I have read none. They are the outcome of observations made in my own school. I must say candidly that I was at first somewhat prejudiced against the physical culture course, but a few months' experience has shown me the inestimable benefit to be derived, and I am now advocating the advisability of having a physical instructor for our town, whose whole time will be devoted to the physical instruction of the pupils of both the Public and the High School. I think the extra cost trifling when the great benefit to be derived is considered.

*One or Two Remarks More.*—Costly apparatus is not essential. Much of the benefit I have drawn attention to results from exercises that require no apparatus. While a gymnasium is a decided advantage, many of the most health-producing and invigorating exercises can be performed in an ordinary school-room, if the space devoted to the aisles were enlarged somewhat. What is needed especially is thoroughly-trained, capable, enthusiastic instructors. Instruction should be given for a short time each school day, not for a longer time two or three times a week. Pupils have no more a camel's stomach for physical than for intellectual food. To vary the merchant's advertising phrase, they need small doses and quick returns."

### Notes from the Reports of a former Inspector

The usual way of showing the remarkable development which has been effected in our Ontario educational system is to sketch chronologically the reforms achieved during a considerable period. A deeper impression can be made by means of a contrast between the present and a somewhat remote past. In rummaging among an accummulation of old books and papers the other day I found a little booklet issued a quarter of a century ago by the High School Masters of the time. It contains interesting extracts from the four Annual Reports of High School Inspector Mackenzie for the years 1868-69-70-71. As these four years happen to be the very years in which I was a High School pupil I may be pardoned if I now propose to make some brief running comments on illuminating sentences from these Reports of forty years ago. Mr. Mackenzie's experiences should prove vastly entertaining to the teachers of to-day.

(From the Report of 1868).— Under the head of "Discipline" he says: "In answer to my inquiries with reference to discipline, only two cases of special severity in the infliction of corporal punishment were reported to me, and very few suspensions."—The High School Inspectors of the present day neither inquire about nor are disposed to listen to details regarding school discipline. It is true that during the past year an old-fashioned disciplinarian flogged a pupil in his private room in the Inspector's presence, presumably to impress the Inspector rather than to reform the boy, whose offence, indeed, appeared to be somewhat venial.

Under the head of *Courses of Instruction* Mr. Mackenzie expresses the view prevalent in those days: "The Grammar Schools ought to be nurseries of the Universities." In showing that many of the schools were not such he sketches the effects of compulsory Latin. "The classical part of the course is thoroughly unpopular. The pupils evince no taste for the study, going about it with a listless and reluctant spirit, regarding it, in short, as so much of slave-labour." It would be very difficult to find such an attitude towards Latin in any of even our smallest High Schools of the present day. Excellent text-books and well-qualified teachers have changed all that.

Under the head of *Natural Science* he says: "Men are becoming more and more persuaded every day that instruction in Natural Science should form an element in every system of liberal education. This is not merely a popular predilection arising from the practical character of such instruction, closely connected as it is with the duties and employments of life, and the requirements of modern civilization. Some, indeed, may press the introduction of Science into education, solely on the ground of its utility; but there are others who appreciate its value as a means of mental culture, and question the wisdom of relying, for the cultivation of the mind, upon literary training alone." If Mr. Mackenzie could look into our High Schools now he would behold what a revolution has been wrought in the matter of the teaching of Natural Science. He would find in nearly every school a well-equipped laboratory, and in many of the larger schools from two to five laboratories furnished with the very best modern equipment, the classes taught by well-paid specialists.

Under the head of *Examinations for Admission* I find this record: "If the standard in English Grammar be not raised, I fear that many of our High Schools will be high in name only." In the days of Mackenzie the sole standard of admission was the ability of the candidate to parse orally for the Inspector all the words in a short English sentence. I well remember the sentence which gave me admission to the Newmarket High School in 1868—"The ship sails slowly over the sea." That it was and nothing more.

In those primitive times English literature had no recognized place on the High School programme, excepting the use of a poem as a basis for parsing or the derivation of words. Mackenzie's aspirations for better things are thus voiced: "Our High Schools, it seems to me, should aim at conducting their senior pupils along the higher walks of English Literature, training them to observe the beauties of our best authors; and enough should be read to excite a relish for what is true and pure and elevating in literature, with an utter distaste for, and an instinctive recoiling from, the wretched stuff in the shape of ten cent novels and other trashy publications, silly and trifling at the best, which are widely circulated throughout the Province."

Even forty years ago educationists found it necessary to protest against a narrow and illiberal scheme of education. "I trust," says Mackenzie, "that the utilitarian bias of the age will not lead us to forget that, while education should unquestionably be practical, there is much in education of immense value, though that value cannot be expressed in dollars and cents; that mental culture increases intellectual power; and that there are faculties of the mind which He who gave them would have us cultivate, for the improvement of the man, even though they do not directly minister to the necessities of life."

*From the Report of* 1869.—A minute of Council is recorded relative to the admission of girls, for in this year girls were first admitted to High Schools on the same footing as boys. Mackenzie was somewhat conservative in his attitude towards this innovation. He deplored the influence that this new Regulation had exerted in the education of girls. He refers to the unhappy girl-conscripts who were pressed into the use of the Introductory Latin Book. On a later occasion Inspector Mackenzie expresses his pleasure at "the growing taste among High School girls for French, a graceful and elegant language, so peculiarly a woman's study and accomplishment." We have marched many leagues since Mackenzie's day.

That is a striking paragraph in which the hard-worked official bemoans the onerous nature of his duties, but pays a tribute to the Head Masters who worked jointly with him for the good of the schools: "That there are some men among

the 101 Head Masters of our Grammar Schools who may meet the Inspector at his official visit with that courtesy which I have not failed to receive in a single instance, but would much prefer, notwithstanding, being left to themselves, I cannot deny; but of this I am firmly persuaded, that a large proportion of our masters desire nothing more earnestly than that the system of inspection should be the most efficient they can have, as well as that the reports sent in to the Department by the Inspector might be made to tell with direct and decided effect on their own reasonable hopes of advancement, and on the prosperity of the schools. These men feel that they are doing their work honestly and well, and what they particularly desire is, that their work, in its every branch, may be thoroughly inspected by a man able to judge it, and disposed to do them justice; so that, far from shrinking from government inspection, they cordially invite it, and are glad to have it as comprehensive and as searching as it can be rendered. But one inspector, from whom two visits each year are exacted, cannot do justice to 101 schools; no matter how vigorously a man may throw his energies into the work, such inspection cannot be efficient."

One is inclined to rub his eyes when he sees Mackenzie's classification of the High Schools of forty years ago. He divides all the High Schools into six classes according to the number of pupils. I find in the third class the following schools: Goderich, Trenton, Newmarket, Streetsville, Brantford, and L'Orignal. What would Goderich and Brantford say to-day to this classification and grouping. As for L'Orignal it ceased to be a High School soon after. In his sixth or lowest class, lowest in point of numbers, he reports Metcalfe, Milton, Elora, Fergus, Cornwall, Collingwood. To-day the last two schools are among the best in the Province, and the first two ceased to be High Schools within ten years of that report. The present inspectors derive not a little satisfaction from the following reflections of their predecessor of old days: "The Inspector may well seem, at times, to have a morbid appetite for the evil, and to close his eyes to the good. He cherishes, however, the hope that the introduction of a better system will place the Inspector in a more pleasant position, giving him less of fault-finding, and more of evidence to sustain the Roman orator's eulogy of the high and holy work of training the youthful mind." When the teacher of the present day feels, like Cassius, that "all his faults are observed, set in a note-book, learned, and conned by rote," when he is worried and harassed by the inspectors, let him remember that it is an old story in this Province, at least forty years old.

*From the Report of* 1870.—The principal feature of this Report is Mackenzie's reference to the place of the English language and Literature on the new Programme. "After its experience of compulsory Latin and neglected English, the country will be well pleased to find, at the very head of the programme, the culture of the Mother-tongue. For ages, our language, with all its beauty and strength; our literature, with its unsurpassed wealth of intellectual treasure, were made to move in the train of classical learning, like some wretched captive, much in the style of the old Roman triumph."

*From the Report of* 1871.—I have space for only two short extracts from this Report. The first refers to the dropping of compulsory Latin: "The heavy yoke of compulsory Latin having been taken from the necks of our youthful population, on the memorable 15th of February, 1871, there was, of course, a numerous exodus from the region of Classics, the girls especially effecting a speedy migration into the more congenial English sphere." The final reference to these old reports of this educational pioneer concerns the new entrance examination. A Board of Examiners was attached to each school, whose admissions were made

final on approval by the Inspector. Mackenzie reported that the system worked irregularly, so great was the disparity between the different sets of questions put by different examining Boards. He proposed a new system of the same examination for all candidates, subject to the indispensable safeguard of revision by the Inspectors. (This year a second Inspector had been appointed.)

It is hoped that the resurrecting of these ancient records by one who well remembers the visits of Inspector Mackenzie may be edifying to those who may have access to this Report.

I have the honour to be, Sir, your obedient servant,

J. E. WETHERELL.

TORONTO, December, 1912.

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## II. REPORT OF INSPECTOR SPOTTON

*To the* HONOURABLE R. A. PYNE, M.D., LL.D.,
*Minister of Education for Ontario.*

SIR,—I have the honour to report as follows upon my work as High School Inspector, for the Academic year 1911-1912.

During this year I visited the Collegiate Institutes at Clinton, Cobourg, Fort William, Goderich, Napanee, Niagara Falls, Orillia, Owen Sound, Peterborough, Picton, Port Arthur, and Seaforth, 12 in all, and the High Schools at Arthur, Beamsville, Belleville, Bowmanville, Brampton, Caledonia, Cayuga, Chesley, Deseronto, Dundas, Dunnville, Elora, Fergus, Georgetown, Hagersville, Harriston, Kenora, Kincardine, Listowel, Mitchell, Mount Forest, Newcastle, Niagara, Niagara Falls South, Oakville, Oshawa, Port Dover, Port Elgin, Port Hope, Richmond Hill, Sault Ste. Marie, Smithville, Streetsville, Thorold, Trenton, Walkerton, Welland, Wiarton, Whitby and Wingham, 40 in all, making a total of 52 schools.

In my report for the previous year I fully discussed the general situation so far as these schools are concerned. The situation is practically unchanged in most respects, and my report for this year will, therefore, necessarily be somewhat brief.

### Accommodations

*Buildings.*—Of the 52 school buildings inspected I have graded 32 as first-class, 13 as second-class, and 7 as either third or fourth. The poorer buildings are, as a rule, those which are shared with the Public School. The present Regulations permit only High Schools of two or three masters to share accommodations in this way. There are still, however, a few cases where four-master schools occupy a building jointly with the Public School. The results are not satisfactory, and the general tendency is to provide separate accommodations even for the smaller schools. Plans for providing new buildings, or enlarging and otherwise improving existing structures, are under way at Fort William, Goderich, Beamsville, Belleville, Hagersville, Kenora, Mitchell, Port Dover and Welland. It is not yet quite certain, however, that the improvements contemplated by the Boards will in all these cases be endorsed by the municipalities concerned.

*Grounds.*—The grounds attached to 21 of the school buildings are ranked as first class, 14 as second class, and 17 of lower standing. The causes of the lower grading are, as stated in my last report, failure to separate the High School grounds from those of the Public School, too limited playground area, or general neglect in the matter of caretaking.

*Ventilation.*—Very little has been done during the year towards improving the conditions regarding ventilation. In only 21 of the 52 schools can the arrangements be considered as entirely satisfactory. In 16 cases I have graded them as second class, and in fifteen others as either third or fourth class. In the older buildings, where, at the time of construction, the matter of ventilation was apparently considered as of little or no importance, it is now found difficult, if not impossible, to remedy the defect in any adequate manner, and the opening of windows, and consequent creating of dangerous draughts, still goes on as the only effective way of admitting fresh air into the class-rooms.

*Gymnasia.*—Notwithstanding the Departmental warning to the Collegiate Institutes that their gymnasia should be put into satisfactory condition by the beginning of the year 1911-12, several of the schools, for one cause or another, had not complied within the prescribed time. Definite promises of early action on the part of the Boards interested were, however, obtained in nearly every case, and the presumption is that all cause of complaint, so far as the gymnasia are concerned, will disappear this year. In this connection, it is worthy of note that since last report an excellent gymnasium of moderate size has, through local enterprise, been erected on the grounds of the High School at Niagara-on-the-Lake, and, though not exclusively for the use of the High School pupils, it is nevertheless a great boon to the school, and the work in physical culture there has received a decided impetus in consequence. It is, I think, much to be desired that more of the High Schools should be encouraged to provide gymnasia, even though Collegiate Institute standing may not be immediately in view.

### Physical Culture

I am glad to be able this year to make a more encouraging report upon the provision for physical culture in the High Schools than was possible a year ago. The situation then was that more than half of the High Schools proper in my district had practically no provision. This year all but seven recognize the importance of the work, and are making the best of the conditions, not always satisfactory, with which they have to deal. In the Collegiate Institutes, where there are gymnasia and assembly rooms, very little fault has to be found, though I must once more put myself on record as strongly favouring the appointment of specially qualified instructors for this work, as for other subjects on the curriculum. A recent visit to some of the best schools in the United States, where I had an opportunity of noting the importance attached to the work in physical culture for both boys and girls, and the effective manner in which the work is carried on by special instructors who give up their whole time to this branch of education, has only served to confirm the opinion I had already formed from comparisons I have been able to make while observing the classes in our own schools. Of course every High School cannot have such an instructor as I have in mind, but it seems to me to be quite possible for the larger schools in the cities to secure the services of thoroughly competent physical trainers.

### Pupils' Exhibits

Speaking generally, the exhibits in book-keeping, art, and science continue to be creditable, and in particular cases very highly so. As might be expected, very much depends upon the experience of the instructors. In this connection it may be noted that the formation of school museums goes on more slowly than could be desired. Still, progress is being made, and the additions during the year, while not extensive, have been of a satisfactory character so far as they go. Material to the value of $578 has been purchased by 25 schools, an average of $23 to a school.

### Reading and Spelling

As in former years, special attention has been given to testing the pupils in the important subjects of reading and spelling. This year I examined 2,026 pupils of Lower School standing in reading, and of these I estimate 47 per cent. as good, 45 per cent. as fair, and 8 per cent. as poor. The corresponding figures for last year were 44, 43, and 13. The record for the current year indicates therefore some improvement.

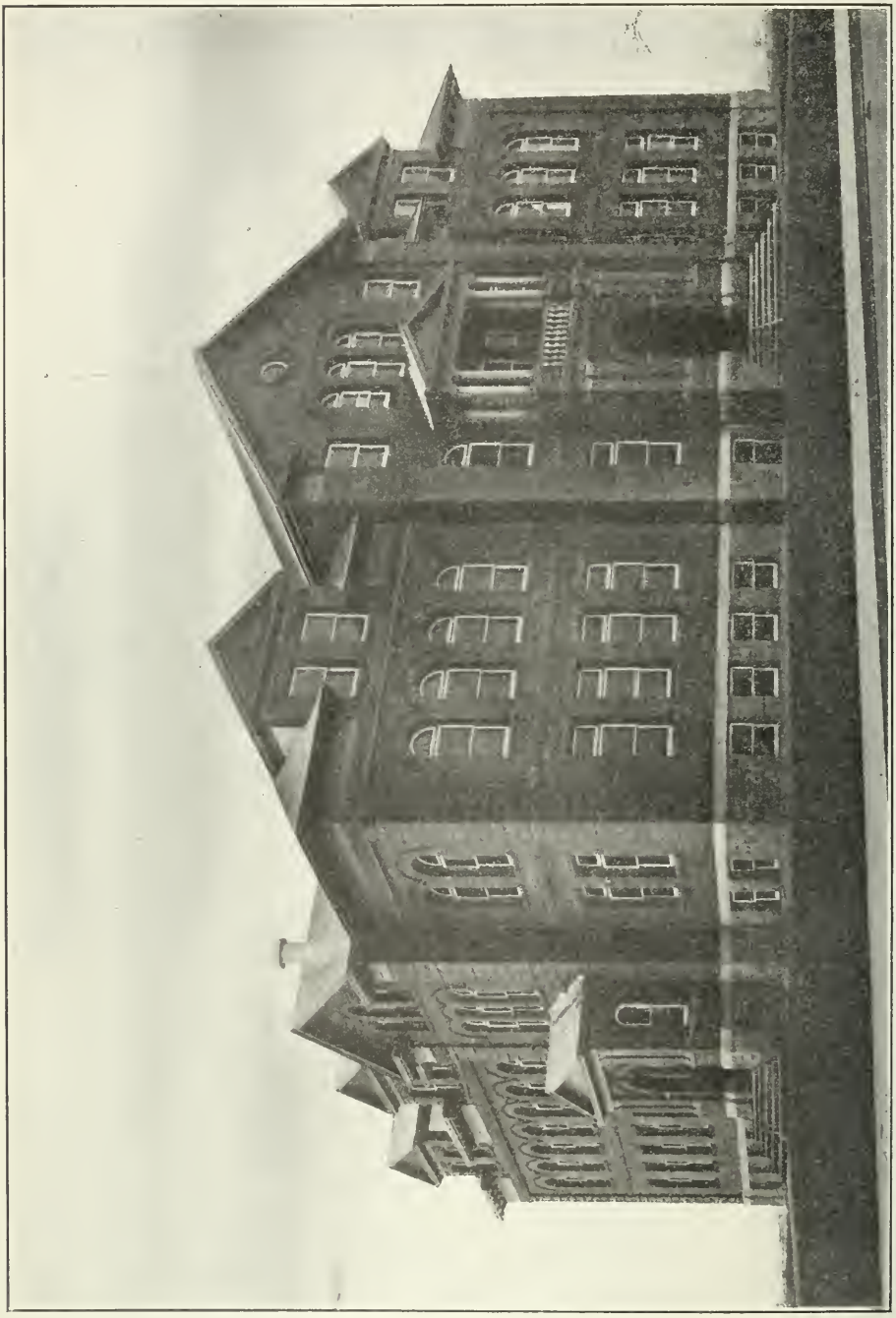
The tests in spelling were not confined to the Lower School. I examined 3,021 pupils in this subject, and estimate 35 per cent. as good, 37 per cent. as fair, and 28 per cent. as poor or bad. The corresponding figures for last year were 30, 38, and 32. Here also some improvement is indicated.

### Examination Standards

It will not be out of place here to note some tendencies in the schools following upon changes in the Regulations relating to examinations and examination standards. The certificate of the High School Principal is no longer accepted for the Lower School work in the case of Normal Entrance candidates, whether the school is approved or not. All such candidates must now pass an examination at the end of the Lower School course. The first of these examinations was held at the close of the school year in 1912. As might be expected, a considerable amount of anxiety was felt in the schools as to the outcome, and in many cases additional classes were held in order to ensure a more or less complete review of the examination subjects. The renewal of this examination, taken in connection with the recent raising of the standard for Junior Matriculation, will probably result, in most if not all schools, in the subdivision of the Middle School into a junior and a senior section, thus making the Matriculation, as well as the Normal Entrance, course one of four years, and taxing the resources of the two and three master schools to their utmost. These schools cannot and should not undertake Upper School work, and it is questionable whether, under the new conditions, some even of the four master schools would not find themselves bearing too great a burden in attempting anything beyond the work of the Middle School. This being so, it will be evident that a most serious situation would be created if the proposition to substitute Senior Matriculation for the present examination for admission to the universities were adopted. Preparation for this examination would be beyond the capacity of a large number of the High Schools, to say nothing of the Continuation Schools, and it would be necessary for the candidates, on completing the Middle School stage, to leave their home schools and finish their work of preparation in larger and better equipped schools elsewhere. In other words, the smaller High Schools would become preparatory schools for the larger ones. The effect upon the *morale* of these small schools need not be dwelt upon. My own strong feeling is that to still further increase the Matriculation standards before time has been allowed to judge of the results of the increase already made would be a mistaken policy.

I am, sir, your obedient servant,

H. B. Spotton.



Collegiate Institute, Smith's Falls

## III.—REPORT OF INSPECTOR HOUSTON

*The Honourable* R. A. Pyne, M.D., LL.D.,
*Minister of Education for Ontario.*

Sir,—I beg to submit for your consideration a brief report on the condition of the Schools which have been under my supervision during the school year 1911-12.

I have the honour to remain, Sir,

Your obedient servant,

Toronto, December 30th, 1912. J. A. Houston.

During the academic year 1911-12 I had the pleasure of inspecting for the second time the Collegiate Institutes at Brockville, Guelph, Kingston, Lindsay, Morrisburgh, Ottawa, Perth, Renfrew, Parkdale (Toronto), Harbord (Toronto), Jarvis (Toronto), Humberside (Toronto), and Vankleek Hill, 13 in all, and the High Schools at Alexandria, Almonte, Arnprior, Athens, Brighton, Campbellford, Carleton Place, Colborne, Cornwall, Gananoque, Hawkesbury, Iroquois, Kemptville, Madoc, Markham, Newburgh, Norwood, Omemee, Paris, Pembroke, Prescott, Plantagenet, Port Perry, Rockland, Aurora, Newmarket, Gravenhurst, Simcoe, Port Rowan, Smith's Falls, Stirling, Sydenham, Malvern (Toronto), Oakwood (Toronto), Riverdale (Toronto), North Toronto, Uxbridge and Williamstown, 38 in all, making a total of 51 schools.

### Accommodations

Very few changes of importance have been made during the past year. No new buildings have been erected, but the Boards have shown an earnest desire to meet the requirements as far as possible, and many minor improvements have been made which tend to produce conditions more comfortable or more convenient for both teachers and pupils. There are now only four or five of the fifty-one schools above mentioned which have not made fair provision for the wants of their pupils.

The following table shows the grading of the various items under the heading of accommodation for the past year. As the school in North Toronto is at present occupying temporary quarters it has not been included.

| 1911-1912 | Number of Schools Grade I | Number of Schools Grade II | Number of Schools Grade III | Number of Schools Grade IV | Number of Schools No Grade |
|---|---|---|---|---|---|
| Closets | 30 | 8 | 9 | 3 | ..... |
| Water supply | 26 | 10 | 12 | 1 | 1 |
| Grounds | 18 | 20 | 6 | 4 | 2 |
| Buildings | 30 | 15 | 3 | 2 | ..... |
| Class rooms | 20 | 27 | 3 | ..... | ..... |
| Halls | 27 | 13 | 6 | 4 | ..... |
| Waiting rooms | 7 | 6 | 8 | 3 | 26 |
| Cap rooms | 29 | 9 | 2 | 1 | 9 |
| Teachers' rooms | 36 | 5 | 1 | ..... | 8 |
| Desks | 33 | 15 | 2 | ..... | ..... |
| Blackboards | 40 | 9 | 1 | ..... | ..... |
| Lighting | 13 | 29 | 8 | ..... | ..... |
| Heating | 40 | 7 | 1 | 2 | ..... |
| Ventilation | 21 | 15 | 7 | 4 | 3 |
| Gymnasium | 2 | 9 | 2 | ..... | 37 |

### Physical Culture

The physical training of the pupils is gradually receiving the attention it deserves, and teachers and parents are beginning to realize its importance as a factor in producing the fully trained man or woman. Progress, however, is slow in this direction, and much remains to be done in the way of providing equipment, such as wands and dumb bells, which can be used to advantage in the regular class-rooms.

In eleven of the fifty-one schools on my list, the provision made for the training of the pupils was excellent, and regular work was carried on all through the year in the gymnasia and assembly rooms under skilled and competent teachers. The exercises given to the girls were especially good and appeared to be thoroughly enjoyed by both instructors and instructed.

In five schools the work was graded as good considering the conditions under which it was carried on, while in fifteen there was fair provision made and work of some kind was done throughout the year.

In thirteen schools physical exercises were taken up during good weather and dropped during the winter months, or else were carried on somewhat spasmodically without really occupying any regular place on the time-table. The results in such cases could not be satisfactory, though credit should be given for recognition of the importance and necessity of exercises of some kind.

In seven schools no physical exercises of any kind were attempted.

### Mathematics, etc.

The teaching in mathematics is generally satisfactory. As the course does not change from year to year the work can be thoroughly systematized. More attention might well be paid in the first year to quickness and accuracy of operation. I have seen but little definite work along this line during my visits. The first year course in Arithmetic should be such as would give the pupil a working knowledge of all ordinary business transactions. It should be thoroughly practical with only theory enough to give an intelligent idea of the principles involved. It should cover the elements of every section of the course, and be such as would serve as a foundation upon which to build more intensive work in the second year. To put the idea in another form, it should be the whole public school course thoroughly reviewed and emphasized. Such a course, combined with systematic training in rapid calculation, would give to the pupil who could spend only one year in the secondary school all the working knowledge of figures necessary to carry on any of the ordinary lines of business, and would be much more useful than the ability to solve arithmetical conundrums which have no interest outside the class-room.

Results in Art continue to improve and much excellent work is shown. The teachers are becoming more acquainted with what the course demands. In a number of the schools the subject is carried on in the Third Form in order that candidates for the Normal Entrance Examination may be able to take advantage of the regulation which provides for Art being taken as a bonus subject.

I cannot say much about improvement in Writing and Spelling, as my records for the past year show no marked advance on those of the year before. The responsibility for these subjects rests on each member of the staff rather than on the individual teachers who have charge of them. A united effort on the part of all the teachers would soon produce a marked change for the better.

In Elementary Biology a difficulty has arisen owing to the earlier date at which the midsummer examinations are now held. The spring term has been considerably shortened and there is scarcely time to cover satisfactorily the course laid down and also give the opportunity for that review which is necessary. This is a serious handicap in the case of those schools which are situated in the more northern parts of the province, where winter lingers in the lap of May, and material for laboratory work is difficult to secure until comparatively late in the season.

### Overcrowded Classes

A serious difficulty which many High School Boards have had to face is the providing of sufficient class room accommodation for the pupils attending their school. Congestion of attendance is generally caused by the presence of pupils from outside the municipality in which the High School building is situated. Outside municipalities are required to pay only a percentage of the cost of maintenance and nothing whatever towards providing the accommodation. The School Board is called upon to provide more class rooms and larger teaching power because of the influx of outside pupils. One of two courses is open to the High School Board, (1) to erect more buildings to accommodate these outside pupils, or, (2) to reduce the attendance to the normal by refusing to admit them. The ratepayers often make very serious objection to adopting the first of these courses as they fail to see why they should be called upon to build and support schools to educate those who have no claim upon them, and one can see reason in their objection. The second course can be adopted only by cities and towns which are separated from the county. In the case of what are known as County High Schools the Board cannot refuse admission to county pupils, and yet this Board have no legal claim on the county for assistance in erecting the buildings required; they cannot even claim the full cost of maintenance. A few of the County Councils, I am told, are making special grants, but the majority pay only what the law demands.

### Lower School Examination

The establishment of a regular departmental examination in the lower school subjects has been heartily welcomed by the teachers, as well as by the general public, as changing what was felt, rightly or wrongly, to be an unfair method of dealing with defects in organization or equipment. Under the former scheme of approved schools the pupils suffered a double penalty for what was no fault of theirs, now the responsibility is placed where it belongs, on the Board of Education, whose duty it is to see that everything is provided that is necessary for properly carrying on the work of the school.

In connection with the lower school work I find a strong tendency to carry on many of the subjects for a longer time than is necessary. Teachers seem to have a horror of dropping even for a time any subject upon which an examination is to be held. One would imagine they expected the pupils to proceed at once to forget everything they had ever learned. As a matter of fact, it is often a relief to pupils to drop a subject for a time. They come back to it with fresh interest and vigour, as well as with more matured and experienced minds. The study of Bookkeeping will illustrate my point. The work in this subject can be easily done in one year. Instead of leaving the subject till the second or third year, or carrying it on through two or three years, it should be well done in the first year and then dropped. A few weeks' review would place the pupil in a better

condition for an examination than would the attempt to carry on the subject through the second year at possibly one lesson a week.

Pupils are often burdened with a multiplicity of subjects when a judicious system of re-arrangement might give relief. I have in mind a case where the pupils of the middle school, none of whom had passed the lower school examination, were required to carry on all their middle school subjects, some nine in number, and all the subjects of the lower school as well, because, forsooth, they had to be examined in them. Could anything be imagined more absurd or more unfair to the pupil? What I said in my report a few years ago still holds good, that the actual class work in the schools is dominated too much by the question of the examinations. If the sole aim of teachers and pupils was to master the subjects studied, there would be no necessity for worrying about examinations.

### Work in Languages

The oral reading of French and German and even of Latin still leaves much to be desired. Lack of practice is largely the cause; because it does not count in examination, it is neglected. Constant changing of teachers is another cause, as no one teacher is directly responsible. The reading of French and German should receive particular attention during the first two years; there would be no trouble after that. To secure satisfactory results requires time and watchfulness, infinite patience and unfailing good humour. After a passage has been read and translated it should be worked over in questions and answers, such questions being first used as may be answered by the pupils in the words of the text. From these the teacher may proceed gradually to questions whose answers will require a freer use of the text. In my opinion there is at present too much written work on the board or in exercise books, and not enough oral work in class. By all means have the work written in the books as a preparation, but when that has been done, discard the books and test the work orally in class. The results would be infinitely more satisfactory.

### Study Periods

I am each year becoming more firmly convinced that as teachers we are working with our pupils too much, constantly and needlessly guiding and directing them, anticipating difficulties and making the way smooth for them, endeavouring to make a royal road to learning. The result is, they lose independence and initiative, they wait to be helped, they are afraid of hard questions, they have no desire to attempt things for themselves. We have too much of instruction and not enough of education. The ideal system should produce strong, independent, self-reliant thinkers, able to face and cope with difficulties whenever and wherever they may be encountered. The pupil who has been given time to think for himself and has learned to depend upon himself will make more real progress in six months than the pampered, spoon-fed pupil will make in a year, and will have in addition the joy of achievement, of which the other knows nothing and cares less. I would plead for more study periods during the day and fewer lessons to prepare at home. Every pupil should have part of his time in school for quiet study, learning how to use his text-books and the powers which God has given him. This study period could be used by the teacher in individual work with those pupils who require special assistance, not in doing their work for them, but in finding out their particular difficulty and leading them to see how it may

be overcome. Sometimes a single question or suggestion is sufficient. It is a sound principle never to do for a pupil what he can be taught to do for himself. It is the teacher's duty to show the pupil how to use the tools with which he has to work, not to use them for him.

The average school day is divided into nine or ten lesson periods; the average pupils has nine or ten lessons to prepare each day. *When* all this preparation is expected to be done is a mystery; *how* it is often done is well known to most teachers. Of the ten spaces I would give at least three for school study periods, and I claim that just as much progress would be made each year as under the present system, with a good deal less friction and heart-burning and with a good deal more benefit to the pupils. Let me give a concrete illustration. It is quite usual to find four lessons a week given to middle or to upper school Algebra. Why not let the pupils have two of these periods to work at the subject by themselves? The other two are quite sufficient for all the class instruction necessary on the part of the teacher. These two study periods could be profitably spent by the teacher, as I have already indicated, in individual work with the backward pupil, and the progress of the class would not be interfered with. Many a half hour is wasted by the majority of a class in listening to the teacher working with a backward or inattentive pupil over some point which could be better handled with the pupil alone.

The same principle could be applied to a greater or lesser extent in subjects other than mathematics, and its application would remove a burden from both teachers and pupils. There would no longer be reason for the accusation that our pupils are overcrowded with studies; the pupils would have the joy of doing and knowing how to do for themselves; they would have the opportunity of learning how to use their text-books for knowledge, for reference, for review; they would feel themselves growing in power and independence; the hours spent in school would become the happiest hours of the twenty-four.

# APPENDIX K

## REPORTS OF THE INSPECTORS OF CONTINUATION SCHOOLS

### I. REPORT OF INSPECTOR WAUGH

To the Honourable R. A. Pyne, M.D., LL.D.,
*Minister of Education for Ontario.*

Sir,—I beg to submit for your consideration the following brief report on the Continuation Schools under my supervision for the year 1911-12.

I have the honour to be,

Sir,

Your obedient servant,

John Waugh.

Toronto, December, 1912.

Prior to September, 1911, there were in actual operation in the southern and western part of the Province, since then under my supervision, five Continuation Schools of Grade A, 35 of Grade B, and 22 of Grade C, with a total of 107 teachers giving their whole time to the work. Three of the schools of Grade C have since been raised to Grade B. These schools are at Ridgeway, Wroxeter and Teeswater. Several schools of Grade C utilize the services of the Senior Public School teacher as assistant, for a part of the time, when she possesses the requisite qualifications. Two new schools of Grade B have been founded, one at Chatsworth, the other at Elmvale. Five new schools of Grade C have been opened at Merlin, Wheatly, Tara, Clifford, and Fingal. There are thus at present 119 teachers who give their whole time to the work of the Continuation School in this portion of the Province, together with a considerable number of Senior Public School assistants who give a part of their time to it. Of all these schools none have been closed or suspended in operation. It is gratifying to observe that it has been found necessary to qualify only five teachers by temporary certificate. These certificates have been issued in each case only to teachers of good scholarship and successful experience.

The only counties in which Continuation Schools have not yet been established are:—Norfolk, Lincoln, Wentworth, Perth, and Peel.

Perhaps in no one year since the inauguration of Continuation Schools have more buildings been erected than during the year that is past. Burlington, Clifford, Wallaceburg, Fingal and Hanover have all erected large, commodious and beautiful structures for the joint use of their Public and Continuation Schools. The schools at Burlington and Wallaceburg are models of all that is best in school architecture.

It is unfortunately true that very much remains to be done in the erection of new buildings and the repair of old ones. Many of the schools are very much cramped for space, and in the majority of cases the science laboratory occupies a part of the III Form class-room. In many cases the Continuation School is conducted in rooms of the Public Schools that have fallen into disuse through the

decay of population in certain of the rural districts. Much, too, remains to be done in the direction of enlarging and beautifying the school grounds. It is to be hoped that the various agencies in operation for giving and encouraging instruction in agriculture will have a salutary effect in emphasizing this need and in directing school authorities as to how it may best be met. In this connection it is encouraging to observe that the Continuation Schools at Belmont, Port Burwell, Alliston and Coldwater are giving attention to Agricultural education through the medium of School Gardens.

### Support and Encouragement

The Continuation Schools are welcomed as a means of bringing a secondary education within the reach of every child in the Province. They are welcomed also as a means of affording an effective preliminary training in Lower and Middle School work to those pupils who will complete their courses in the High Schools. Many of the larger High Schools and Collegiate Institutes are thus relieved of serious pressure in the Lower School, and the balance in numbers between the Upper and Lower School is preserved.

The commencement exercises and public meetings held this year at Coldwater, Burlington, Drayton, Creemore, Thornbury, Durham and other places have been a means of bringing the public into closer touch with the needs and aims of the schools and have given them an opportunity of better appreciating the value of these schools to the community.

In many of the counties, the county councils have come to the assistance of the small towns and villages where Continuation schools are established by generous contributions to their support. In some counties, the county councils give twice the equivalent of the Government Grant; in others 150 per cent. of it. Sometimes $150 per school is granted; in other cases 10 per cent. of the certified salary list. In view of the great advantages these schools offer to the country child, it is surprising that not all the councils have as yet committed themselves to the principle of making substantial contributions to their support in addition to the equivalent to the legislative grant now required by law. The school boards are with scarcely an exception fully alive to the value of these schools and eager to secure for them every consideration and support from the ratepayers.

### Obstacles and Discouragements

The chief of these arises from the difficulty of retaining in the service of the Continuation School teachers of ability and experience. As soon as a teacher has proved his ability he is eagerly sought after by the High Schools and Collegiate Institutes, which are able to offer him a higher salary and in some cases a more agreeable environment. It is true, however, that, notwithstanding these inducements, there are many teachers in the Continuation Schools of wide experience and approved success. It is also true that if schools are manned in some cases by tyros they are tyros who recognize that they have their place yet to make in the ranks of their profession, and who are bent on securing that place by every resource at their command. They have also had the advantage of an extensive academic and professional training.

The extension of Continuation Schools is sometimes objected to on the ground that they diminish the efficiency of the High Schools by decreasing the number of pupils in attendance at them. This objection appears to be founded on a misunderstanding of the conditions. If a census were taken of the pupils at present

in attendance at the seven Continuation Schools which have come into operation since September 1st, 1911, it would be found that not 20 per cent. of the pupils at such schools had either been withdrawn from the High Schools or had ever purposed to attend them even if the Continuation Schools had not been opened, while at some of the newly-established centres in the more remote districts it is probable that not a single pupil has been withdrawn from the High Schools. It is forgotten, too, that as has been pointed out in section 2 above, the Continuation School constitutes a valuable source of supply for the Higher forms of the High Schools or Collegiate Institutes. In any case, it is scarcely good policy to allow 80 per cent. of the pupils who would never go to a High School to be deprived of the opportunity of receiving a secondary education in order to prevent the loss of some four or five pupils to a neighbouring High School.

Another objection sometimes made to the Continuation School is that with only two or at most three teachers it cannot be expected that the work of these schools can be as efficient as that of schools with larger staffs and better equipment. This argument leaves out of view several important factors: (1) The number in each class is so small that it gives the teacher an opportunity of coming into immediate personal and sympathetic contact with each of his pupils; (2) The pupils in these schools are removed from the excitements and social distractions of larger centres of population; (3) The pupils are at home, under parental care and guidance; (4) The studies are being prosecuted by the pupil still subject to home responsibilities, tasks, and duties.

The criticism is sometimes made that these schools pass very few candidates at the Departmental and other examinations. Leaving out of view the truth or falsity of the statement of fact, it is sufficient to reply that the Continuation Schools were not called into being with this particular end in view. Their sole object is to afford to the children in the rural and agricultural districts a competent education and one suited to their needs.

Where large schemes of improvement have been proposed, long standing village feuds, objections of those who having no children of their own are unwilling to provide educational facilities for others, petty rivalries between adjoining villages, jealousies between agricultural and village communities, have all made themselves felt as obstacles in the path of progress.

### Problems

The main problem as to the conduct of these schools is suggested above, in the phrase "suited to their needs." Can the course now offered by the Continuation School be modified by the introduction of practical courses in Agriculture and Homemaking so as to better suit the needs of the class of pupils which they propose to benefit, without unduly sacrificing valuable features of the present training they offer?

It is not proposed to attempt an answer here, but there is little doubt that the increased success and extension of these schools is closely bound up with a satisfactory solution of this problem.

### Suggestions

The following modifications in the Act are suggested: (1) That county councils be given power to set up Continuation School districts with such boundaries as these councils may determine, provided that no part of such districts be at present included in, or be a part of any existing High or Continuation School

District. The present restrictions upon the powers of the county councils sometimes prevent schools being founded where they are needed; and it is not beyond peradventure that these restrictions may sometimes compel the adoption of unsuitable centres for the establishment of these schools.

(2) That the Continuation Schools of Grades A and B be entitled to the same municipal grants for maintenance as High Schools, under sections 33 et seq. of the High Schools Act.

The only schools to which this part of the Act now applies are those established by county councils under Part II of the Continuation Schools Act.

(3) That the Principal of a Continuation School of Grade A or B shall be, *ex officio*, a member of the local High School Entrance Board.

It seems fitting at the close of this report to make acknowledgment of my lasting obligations to the Public School Inspectors, who have rendered me every assistance and offered me every kindness in their power, and to whose untiring efforts most of the considerable success and popularity of the Continuation School is due.

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## II. REPORT OF INSPECTOR MILLS

To the Honourable R. A. Pyne, M.D., LL.D.,
*Minister of Education for Ontario.*

Sir,—I beg to submit for your consideration the following brief report on the Continuation Schools under my supervision for the year 1911-12.

I have the honour to be,

Sir,

Your obedient servant,

G. K. Mills.

Toronto, Dec. 30th, 1912.

That portion of the Province in my charge during the past year and a half may be termed the East and North, and includes all east of Toronto, north as far as New Liskeard, and west as far as Fort Frances and Keewatin. In this territory there are 68 Continuation Schools with 108 teachers. Of these 31 are schools with one teacher, 34 schools have two teachers, and 3 have three teachers. In the Districts alone there are 17 schools with 29 teachers. Of these Bracebridge and Parry Sound have three teachers each; Huntsville, Burk's Falls, New Liskeard, Thessalon, Bruce Mines, Gore Bay, Keewatin and Fort Frances have two teachers each; and Powassan, Webbwood, Blind River, Manitowaning, Little Current, Richard's Landing and Sturgeon Falls have each one teacher.

During the past year one school, Ashton, was closed, while new schools have been opened at Tamworth, Sturgeon Falls, Sutton West, and Wolfe Island, and the school at Vernon was reopened after being closed for a year and a half. In seven schools an additional teacher has been added. New and modern schools have been built at Tamworth, Eganville, Kars and North Gower, and preparations are being made for the erection of Continuation Schools apart from the Public Schools at Avonmore, New Liskeard, and Winchester.

### Equipment and Accommodation

In many cases Continuation Schools when first established are on trial, and their value to the community must be demonstrated before they receive the financial support necessary to provide suitable accommodation and equipment. For this reason many schools are yet lacking in this respect, although many are making satisfactory progress and others have provided accommodation and equipment that is very creditable. Progress in this respect usually depends on the disposition of the trustees towards education, and it is not yet impossible to meet a board of trustees, or members of a board, who seem to believe that their chief duty to the community is to keep down expenses. While this is true in some cases, the majority of school boards are deeply interested in the educational progress of the youth, and are quite ready to provide the best opportunity within their power On the whole, satisfactory progress is being made in both these respects.

### Salaries of Teachers

In the past few years the salaries paid to teachers have risen rapidly, and where six years ago from six to nine hundred was the usual salary offered for principals of these schools it is now from nine to twelve hundred, and men with successful experience quite frequently receive from fourteen to sixteen hundred. One reason for this is the increased demand for capable teachers in High Schools and Collegiate Institutes. These schools are constantly taking away from the Continuation Schools those teachers who show marked ability and are willing to accept the position of assistant on the staffs of larger schools able to pay salaries that cannot be met by Continuation Schools.

### Supply of Teachers and Length of Service

The supply of teachers qualified for work in Continuation Schools is at least equal to the demand, and where adequate salaries are offered during the summer vacation there is little difficulty in obtaining satisfactory applicants. But because of the demand from larger secondary schools, the burden of the work in Continuation Schools, particularly in one-teacher schools, the opportunities of commercial life, and the fact that the large majority of the teachers in these schools, both as principals and assistants, are women, there is a constant changing of teachers that is the most discouraging feature of an inspector's work and the greatest cause of unsatisfactory progress in some schools. Frequently a school has a good teacher whose salary is comparatively small, but she is receiving all the board are willing to pay. The teacher receives a better offer and the board, thinking it an easy matter to replace her, allows her to go. The usual result is that the board has to be content with a much poorer teacher, or one without experience. In either case the pupils suffer and the community frequently becomes dissatisfied with the result of the work of the school. A good teacher is worth any salary that the community can pay, while a poor teacher is worth nothing.

### District Continuation Schools

Under Part II of the Continuation Schools Act, County Councils may set apart a township or part of a township not included in a High School district as a Rural Continuation School District, and a village with all or a portion of the surrounding township as an Urban Continuation School District. If this were generally taken advantage of schools could be established and maintained that would provide

an efficient education for the youth of villages and rural districts. An example of what may be done in this way is afforded in the township of Winchester, in the County of Dundas. This township has been divided into two Urban Continuation School Districts with schools in the villages of Winchester and Chesterville and one Rural Continuation School District with a school at Morewood. Very creditable schools have been erected at Morewood and Chesterville, and plans are being prepared for a six-roomed school at Winchester. Each of these schools has two teachers. The attendance is: Chesterville 70, Winchester 64, and Morewood 54, and the examination results will compare favourably with those of the best High Schools in the Province. There are, therefore, in this township 188 pupils receiving the benefits of a high school education, of whom probably not one quarter would have found their way to a High School under former conditions.

A Rural Continuation School District was formed last June in the County of Stormont, the whole of the township of Roxborough being formed by the Counties Council into a school district with the school located at Avonmore. Tenders have been accepted for the erection of a modern four-roomed school. A Union Continuation School has also been erected at Tamworth.

Where these districts have been formed for the maintenance of the school, or where the school is located in unincorporated centres in townships, the cost of maintenance is distributed over a comparatively large area and the additional cost to the ratepayers is very small. In fact, the legislative, county and township grants with the fees charged usually defray the cost of maintaining the school. Of these grants the ratepayers pay their share of the county and township grants, which is very small. But where the school is located in a small incorporated village the cost to the ratepayers is much larger, as it receives no township aid. This township aid is $300.00 for one teacher and $500.00 when two teachers are employed, and to raise $500.00 will necessitate an additional tax of two and a half mills on an assessed value of $200,000. While this is felt and is frequently complained of, the advantages afforded to the children of the village, rich and poor alike, greatly outweigh the additional tax. Such a school affords an opportunity and frequently the only opportunity for the children of many parents unable or unwilling to send their children away from home to attend a High School.

These schools not only provide an opportunity for the youth of the village, but they exert an influence on the surrounding rural schools by providing teachers who are accustomed to, and in sympathy with rural conditions. The success of the pupils who attend these schools stimulates the children in the rural schools to an effort to pass the Entrance examination and to spend some years in the neighbouring Continuation School.

### The Future Outlook

Because of the generous grants from the legislature, county, and township it is possible to maintain these schools in every township at a very small expense to the ratepayers, and the responsibility for refusing to take advantage of this opportunity for providing a secondary education lies with the parents, or in some cases with the local school authorities. Opposition to the trifling expense will gradually cease and the public will become eager to avail themselves of this opportunity to provide a school where the youth may receive an education at home at an age when they most require home influence.

It is true that these schools, which were at first intended to provide an education for a year or two in advance of the Entrance, have in every case developed into

small High Schools. The rapidity of their growth and the attendance at these schools prove conclusively that they supply a popular need. It is evident to any observer that the courses in Collegiate Institutes in cities and large towns are tending towards domestic economy and the mechanic arts, while those of the High Schools in smaller towns and villages will tend towards agriculture, manual training, and domestic economy. In all these schools due attention will continue to be given to the usual High School subjects of study, but school courses everywhere show a growing tendency towards meeting the needs of the daily life of the people. To prepare the youth to meet more successfully the demands of his daily life and to become a more efficient worker is a worthy aim for schools maintained at public expense. In a few years the present course will form only one department of school work, which will be regarded of no greater value or importance than the industrial departments. When this time comes these Continuation Schools will provide centres for an education and training in the occupations of the farm and the home, as well as in the subjects of the present school course.

### Some Recommendations

1. Section 5, Subsections 2 and 4, Part II, Continuation Schools Act, should be modified so as to permit County Councils to include in an Urban or Rural Continuation School District any part or parts of adjoining townships.

2. Section 35 (2) of High Schools Act relating to the liability of adjacent counties for maintenance of pupils at High Schools should apply to Continuation Schools of Grades A and B.

3. Section 7, (4), Part II, Continuation Schools Act, should be made to apply to all Continuation Schools of Grades A and B, and not to those schools alone established by county councils.

4. When, owing to increased attendance, it becomes necessary to increase the staff of a Continuation School from two to three teachers, the principal should be permitted to retain his position, although his qualifications be lower than those prescribed for a Continuation School with three teachers.

5. The principals of Continuation Schools, Grades A and B, should be *ex officio* members of the local Entrance Board.

# APPENDIX L

## LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT OF EDUCATION, 1912

### I. Public School Inspectors

Forrester, John Wilfrid, M.A.
Greer, Vanamber Kenneth, M.A.
Malcolm, George, B.A.
Marlin, Lewis Alex., M.A.
Miller, Gideon A., M.A.
Price, Charles F., B.A.
Swift, Thomas.
Wright, Robert, B.A.

### II. High School Principals

Adams, John Hamilton, B.A.
Benson, J. Edwards, M.A. (Science.)
Bielby, George H., B.A. (Science.)
Brown, Clarence L., M.A. (Math.)
Brown, Harry W., B.A.
Burns, Chas. J., B.A. (Classics.)
Cameron, John S., B.A. (Math.)
Clarke, Luther J., B.A. (Fr. & Ger.)
Clifford, Margaret, M.A. (Mods. & Hist.)
Evans, Wm. Edwin, B.A. (Commerical.)
Firth, Thomas, B.A. (Science.)
Forrester, John W., M.A. (Science.)
Hamilton, John Rennie, B.A.
Hawkins, Maud M., B.A. (Eng. & Hist., Fr. & Ger.)
Henry, Lizzie C., B.A. (Fr. & Ger.)
Jennings, William A., B.A. (Science.)
Johnston, George Lang, B.A. (Commercial.)
Kelly, Henry H., B.A. (Math.)
Langford, Thos. E., M.A. (Science.)
Lawler, Gertrude, M.A. (Eng., Fr., Ger. & Math.)
Malcolm, George, B.A. (Eng. & Hist.)
Marlin, Lewis A., M.A. (Science.)
Miller, Everton A., M.A. (Classics.)
Moffat, Thomas A., B.A.
Morden, Frances D., B.A.
McMillan, William J., B.A. (Science.)
Ogilvie, Alvin I., B.A.
Ovens, Winifred E., B.A.
Salter, Wesley J., B.A. (Classics.)
Sexsmith, Wm. N., B.A. (Eng. & Hist.)
Strang, Grace M., B.A. (Mods. & Hist.)
Upshall, Benjamin A., B.A. (Classics.)
Van Duzer, Lena M., B.A.
Zurbrigg, Jacob M., B.A.

### III. High School Assistants and Specialists

Anderson, Lillie C. (Com.)
Armstrong, Flossie J.
Allan, Nellie Fraser.
Anderson, Nellie L.
Burns, Chas. J., B.A. (Classics.)
Baker, Pearl Z.
Brown, Mrs. Edna Burns.
Beattie, Lewis S.
Brigham Olvetta F.
Beswick, Cora.
Breckon, Flora L., B.A.
Barnes, Chas. H.
Bartlett, Cora.
Brown, U. Kathleen.
Brain, Annie B., B.A.
Carlisle, John O., M.A. (Classics.)
Corkery, Florence, M.A.
Cameron, James, M.D.
Campbell, Hughena M.
Clark, Annie G.

### III. High School Assistants and Specialists—Con.

Chassels, Frances M.
Crummer, Eva M. E.
Clark, Elizabeth A., B.A. (Fr. & Ger.)
Challen, Newton E., B.A. (Math.)
Cline, Mabel Miriam.
Caverley, Evelyn.
Cooke, Donna, B.A.
Cranston, Elizabeth M.
Creighton, Matthew T.
Cowan, Euphemia J., B.A.
Dunwoodie, Norma, B.A.
Dufton, Olive H.
Dandeno, James B., B.A. (Science.)
Davidson, Violet M.
Davidson, Edith M., B.A.
Dunlop, Charles C.
Darroch, William F.
Dahl, Nina M.
Doherty, John C., B.A. (Science.)
Dengate, Esther W., B.A.
Edwards, Rebecca S.
Fennell, Thomas H.
Fleming, Louis C.
Faint, Pearl B., M.A. (Mods. & Hist.)
Firby, Mrs. E. F.
Fox, Elizabeth J.
Garrett, Evelyn C.
Gillies, Annie M., M.A. (Classics.)
Giddes, William L.
Hamilton, John R., B.A.
Howson, Alexandra, B.A.
Halbert, Edwin J., B.A.
Hatch, Salem B. (Art.)
Harris, Mary A., B.A. (Mods. & Hist.)
Hiscott, May B., B.A.
Henry, Stanley H., M.A.
Hiscock, Reta W., B.A.
Hill, Rosa B.
Hudson, Annie L.
Hutchison, Andrew H. M. A. (Science.)
Halliday, Florence L.
Iler, Helen A., B.A. (Math.)
Jackson, Katherine M., B.A.
Johnston, Agnes M. (Com.)
Jackson, Vincent W., B.A.
Lee, Anna A.
Lloyd, Lillie E. V., B.A. (Classics.)
Lemon, Mary, B.A. (Math.)
Laird, Florence E. A., B.A.
McKinley, Clara B., B.A.
McKeracher, Florence J., B.A.
McCaw, Hester E. A., B.A. (Eng. & Hist.)
McSherry, Charlotte.
McCutcheon, Helena F., M.A. (Eng. & Hist.)
MacKay, Emma L.
Mathieson, Elsie, B.A. (Eng. & Hist.)
Mackintosh, Helen C., M.A. (Fr. & Ger.)
Manning, Henry G., B.A.
Morton, Christina.
Nichol, Sydney W., M.A. (Mods. & Hist.)
O'Grady, John L.
O'Brien, William J. (Com.)
Philp, Lulu M., B.A.
Parr, Sarah E.
Page, John P. (Com.)
Patterson, Mrs. Lena, B.A.
Robb, Eleanor M.
Rutherford, Wilhelmina D.
Rogers, William C.
Reid, Jean G., B.A.
Robinson, Sadie.
Robinson, Mary A.
Scott, Bella L.
Smith, Clayton R. (Com.)
Summers, Lena.
Smith, Henry L.
Shaver, Charles A., B.A.
Stevens, Myrtle H., B.A.
Smith, S. Ada, M.A. (Com.)
Stewart, David H., B.A.
Stone, Grace L., B.A. (Mods. & Hist.)
Smith, Arthur F., B.A.
Stewart, Annie J.
Thomas, Neil J.
Tanton, John, B.A.
Tanner, Alice M. (Com.)
Tuer, Margaret. (Com.)
Wickett, Laura E. (Com.)
Weatherill, Helen E. M.
Ward, Edward M. H.
Warren, Winifred J.
Welsh, David A., B.A.
Young, Ralph H.

## IV. Permanent First Class Certificates

Agnew, Islay E.
Avery, Eleanor.
Anderson, Alberta.
Bilsland, Isobel.
Ballance, Helen A.
Black, Margaret E.
Bluett, Claude K.
Burns, Olive M.
Bergin, Katherine.
Blacklock, Jessie C.
Brown, Ethelda M.
Boyd, Agnes M.
Ball, Ethel M.
Baxter, Elma E.
Coulthart, Heber P.
Crerar, John S.
Campbell, Mabel.
Copeland, George F.
Davison, Jean M.
Doyle, Daniel J.
Daniel, T. Edward.
Dunning, Jessie W.
Dickson, Helen M.
Dickinson, Garnet H.
Douglas, Adam C.
Dunn, Agnes T.
Eby, Emma L.
Eichenberg, Gertrude.
Elliott, Margaret M.
Evans, Nellie.
Ferguson, Stanley.
Grant, Margaret J.
Grassick, Donald C.
Glenn, Everett H.
Gillard, Evelyn M.
Gray, Mabel.
Husband, Helena B.
Hicks, Thomas J.
Harris, John R.
Harvey, Humphrey G.
Hughes, Hugh L.
Horan, Joanna C.
Iveson, Sadie E.
Kerfoot, Evelyn.
Knowles, Kate M.
Langdon, Estella K.
Lawrence, Jessie F.
Lutman, Margaret E.
Laing, Mabelle M.
Lillis, Leo Marie.
Little, Effie W.
McLeod, Isla.
McCreary, Mary.
McEachern, Margaret I. M.
MacIntyre, Lillian.
McCordic, Frank M.
McDiarmid, Mary E.
McGregor, Pearl.
McLellan, James C.
McPhedran, Laura J.
McGill, George W.
McKinlary, Archibald S.
McCullough, James L.
Morgan, Flora E.
Morrison, William J.
Morrison, Olive E.
Marshall, Florence L.
Moore, Helen L.
O'Gorman, Elizabeth E.
Powell, Allie.
Palmer, Louise A.
Park, Maurice H.
Phillips, Mabel G.
Quinlan, Mayme.
Riddolls, George H.
Rogers, Mary E. V.
Ruthven, Elizabeth M.
Smith, J. Caroline.
Smith, Millie.
Schmietendorf, Herbert.
Smith, Josephine.
Sinclair, Thomas A.
Stainton, Ella L.
Smith, Annie A.
Small, Eva M.
Stilwell, Ayrest L.
Snyder, Henry E.
Strang, Jessie M.
Taite, Ruple.
Tiplady, Evelyn C.
Turner, Ada M.
Thompson, Harry C.
Thompson, Doris.
Van Fleet, Marjorie B.
Warren, Violet.
Waller, Elizabeth J.
Weir, Robert.
Wilson, James S.

## V. Permanent Second Class Certificates

Aitchison, Annie M.
Austin, Clara E.
Argue, Mildred L.
Alexander, Arthur H.
Arthur, Martha A.
Aldcorn, Lizzie M.
Anderson, Pearl S.
Anderson, Edna E.
Avery, Chester E.
Atkinson, Alexia M.
Axford, Stella L.
Ashton, Laura E.
Allan, Duncan M.
Annan, Agnes A.
Andrews, Mary E.
Alexander, Clara M.
Archibald, Violetta.
Adair, Ola M.
Anderson, Elizabeth G.
Alton, Estella.
Austin, Isa M.
Adams, Clara G.
Armstrong, Arline E.
Armstrong, Alva M.
Armstrong, Sarah E.
Aitkin, Mary E.
Abra, Olive E.
Byers, Lillian.
Bannerman, Agnes N.
Bennett, Marion L.
Burns, Aurore M.
Breeze, Bessie L.
Brown, Lolita K.
Bailey, M. Gertrude.
Beattie, Mabel.
Burgess, Margaret A.
Brown, Rhoda J.
Babion, Lillian F.
Beehler, Leah.
Bradt, Frances A.
Baker, Josephine L.
Bandeen, Alice I.
Bennett, Violet A.
Bottomley, Nina M.
Banford, Emma.
Boyd, Florence.
Boyle, Harriet B.
Buckingham, Mildred.
Black, Annie M.
Brown, Mrs. Elmina R.
Buck, Jennie.
Bamford, Lalia K.
Biehn, Salome.
Bowie, Christina.
Burnett, William.
Ball, Elma L.
Ball, Flossie P.
Barfoot, Gladys L.
Batters, Mary A.
Bovaird, Fannie.
Burrell, Bessie M.
Briody, Stella M.
Brennan, Rose.
Baker, Hazel.
Brown, Rosa M.
Bradley, Alice.
Bullick, M. Eliza.
Bowyer, Phyllis.
Barry, Lillian H.
Byington, Elleda.
Begley, Mary.
Beecroft, Mary M.
Barker, Vivian I.
Burton, Gertrude M.
Barnet, Minnie.
Beckett, Edna O.
Bartlett, Emma P.
Barry, Angela L.
Benger, Irene.
Bythell, Eleanor V.
Burt, Jean A.
Birdsall, Etta.
Bell, Arthur E.
Brennan, Jane.
Ball, Perca L.
Bouck, Estella M.
Bell, Edward.
Bristol, Mary L.
Byers, Hazel B.
Boyd, Charles S.
Bloomfield, Florence.
Bride, Bertha A.
Bushnell, Lulu O.
Beatty, Helena.
Baker, Minnie E.
Baldrey, Blanche.
Brennan, Julia M.
Bouck, Ada M.

## V. Permanent Second Class Certificates—Con.

Brown, Mabel T.
Bagnell, Margaret.
Baeker, Pearl A.
Bishop, Mary E.
Banks, Ivie M.
Coulton, Verna M.
Casey, Irene M.
Call, George W.
Clark, Sadie M.
Colby, Beulah G.
Colwell, Hazel J.
Coulson, Isabella M.
Cruise, Alberta.
Capes, Maud A.
Chapman, Laura T.
Culbert. Mary R.
Fraser, Eva V.
Campbell, Annie I.
Carruthers, Inez.
Cole, Daisy S.
Carroll, Susan M.
Cass, Sadie U.
Cobey, James.
Cockrill, Nellie A.
Cumming, Loretta M.
Cornish, Eliza.
Cruess, Zella M.
Cass, Gertrude L.
Clark, Margaret G.
Cressman, Mabel.
Cameron, Sadie.
Carroll, Jean E.
Caughill, Gertrude.
Christianson, Florence M.
Colbert, Lillian M.
Corbett, Olive E.
Curry, Helena G.
Clyde, Lavina.
Cooper, Dora E.
Cormack, Constance M.
Cameron, Lotta M.
Coverdale, Estella.
Carroll, Walter T.
Crosthwaite, Jessie E.
Cockburn, Marguerite L.
Cole, Pearl.
Cumming, Stella C.
Casey, Mary L.
Cass, Mary.
Carolan, Dora.
Carter, Margaret E.
Charlesworth, Ellen M.
Crombie, Mary V.
Clark, M. Muriel.
Christilaw, Bessie E.
Carter, Ruth.
Campbell, Constance E.
Croxon, Mae.
Cuthbertson, Jessie.
Copping, Minnie F.
Coulter, Margaret.
Coleman, Hattie.
Crossley, Myrtle E.
Cameron, Elizabeth.
Campbell, Lizzie E.
Cooper, Winnifred M.
Conover, Reginald V. E.
Cunningham, Wallace H.
Callaghan, Francis.
Cole, Lila C.
Campbell, Belva M.
Campbell, Katie M.
Cassidy, Berta W.
Challenger, Annie E.
Card, Alixe E.
Crowley, Mary G.
Coulter, Charis I.
Colquhoun, Lyra M.
Cowie, Rachel.
Clark, Mary J. E.
Campbell, Violet A.
Clark, Beatrice.
Common, Edythe A.
Clutton, Jeanne.
Campbell, Mary M.
Donaldson, Flora P.
Dickson, Bertram T.
Davey, E. R. Della.
Donnell, Mary E.
Dow, Amy H.
Dalton, John A.
Dinning, Dorotha.
Dalton, Alice A.
Dwyer, Essie M.
Donoghue, Gertrude C.
Diebel, Maud.
Danard, Mabel E.
Donogh, Adelaide C.

## V. Permanent Second Class Certificates—Con.

Doolan, Anna A.
Dunkin, Eva B.
Dyke, Ambrosine.
Dyke, Beatrice.
Doey, Charles E.
Drunmon, Cathaleen H.
Day, Charles E.
Douglas, Mary C.
Donovan, Dora C.
Dunn, Lena.
Doyle, Eldridge McI.
Davey, E. Irene.
Day, Hannah E.
Davis, Mary.
Detweiler, L. Margaret.
Dick, Nellie A.
Dulmage, Mary I.
Dance, Helen B.
Doyle, Myrtle F.
Dunning, Lucy P.
Ewart, Ida M.
Evans, Minnie M.
Eakins, Beatrice.
Ellis, Greta I.
Everson, Llewella D.
Elliott, Margaret.
Elliott, Letitia J.
Evans, Hazel R.
Eamon, Mabel B.
Fairles, Della.
Frayn, Elizabeth L.
Fitzgerald, Lila M.
Frizelle, Pearl.
Ferguson, Pearl C.
Falkner, Francis W.
Fear, Mary E.
Fraser, Marion B.
Falconer, Vera L.
Ferguson, Margaret J.
Fitchett, Jessie I.
Fitchett, Joseph H.
Flannigan, Mary G.
Fletcher, Sarah P.
Fowke, Mary I.
Frost, Myrtle S.
Fraser, Thea A.
Fair, Laura A.
Fisher, Margaret.
Fryer, Alice E.
Fife, Agnes F.
Fenton, Norma M.
Fraser, Agnes R.
Field, Myrtle I.
Fenn, Olive L.
Fickes, Lottie M.
Fraser, Sadie.
Fergusson, Minnie E.
Finlayson, John.
Foster, Anna M.
Farrell, Evelyn M.
Ford, Christine.
Ford, Leila.
Fennell, Bessie.
Ferrier, Christina I.
Frain, Ida B.
Fuller, Bessie E.
Gray, Ethel M.
Grenville, Laura E.
Gilhooly, Margaret.
Green, Flora J.
Garrison, Elda M.
Gage, Kate M.
Graham, Samuel.
Green, Luella P.
Girardot, Blanche.
Gardhouse, Olive L.
Goldthorpe, Ella I.
Gottfried, Rose M.
Gray, Louisa A.
Garbutt, Ethel.
Good, Jennie R.
Gallagher, Teresa.
Gillespie, Isabel W.
Gilbert, Ellen.
Greenwood, Ethel R.
Greason, Elsie.
Gugins, Emily E.
Gugins, Mary E.
Gibb, Hazel M.
Gorman, Lyla.
Grant, Jessie E.
Greene, Margaret.
Gothorp, Jean.
Goldthorpe, Hannah.
Gorman, Margaret.
Glancy, Roy J.
Griffis, Nellie.
Garvey, John.

## V. Permanent Second Class Certificates—Con.

Graham, Lena.
Gibson, Olive M.
Gordon, Annie G.
Greer, Faith E.
Gosnell, Lawrence L.
Goodall, Annie.
Gray, Margaret G.
Griffiths, Pearl M.
Holland, Agnes M.
Hawley, Eva.
Hatfield, Bessie.
Higgins, Wellington.
Hansuld, Ella M.
Hogg, Harold W.
Headrick, Leah B.
Heeks, Ellen M.
Hellyer, Nora D.
Houlding, Nellie E.
Hamil, Mildred M.
Hill, Hope M.
Houston, Minnie.
Harrison, Mary K.
Heenan, Maye.
Holland, Elizabeth A.
Handley, Mildred I.
Hawley, John C.
Heffernan, Catherine.
Hineman, Clara.
Hall, Sophia E.
Hanna, Jennie B.
Henderson, Margaret J.
Hepburn, Beatrice V. W.
Hetherington, Elizabeth.
Hughes, Madge E.
Hunkin, Flossie M.
Hunt, Mary E.
Haig, Mary H.
Heydon, Margaret T.
Husband, Gertrude H.
Henry, Flossie H.
Harold, Gertrude E.
Hargreaves, Nellie.
Harrington, Jennie C.
Hand, Florence M.
Hickey, Ella M.
Harris, Mattie E.
Hazlewood, Vera.
Hastie Margaret.
Heatherington, Ethel G.
Hunt, Ella.
Hopkins, Howard R.
Horning, Ella G.
Henderson, E. Annie.
Hotson, Jennie L.
Harvey, Annie A.
Haynes, Annie R.
Howson, Myrtle L.
Hutchinson, Edgar D.
Helps, Catherine M.
Hockey, Vera K.
Heddle, Helen F.
Hadden, Isabel.
Haack, Elva La V.
Hinman, Beatrice S.
Howatt, Olga B.
Houlahan, Anna M.
Helstrop, Olive A.
Hansford, Alice E.
Hamilton, Vanchie I.
Hislop, Kathleen.
Hamilton, Cassie M.
Henderson, Nellie.
Hudgin, Lillie P.
Hannah, Sadie.
Halliday, Jessie M.
Harrison, Nellie D.
Ivel, Margaret B.
Ireland, Winnifred.
Johnston, Nellie E.
Jacques, Hazel W.
Johnstone, Hattie.
Jenkins, Jennie O.
Jennings, Delia.
Johnston, Bessie.
Johnston, Edna J.
Johnston, Gladys M.
Johns, S. Ethleen.
Jefferson, George H.
Jamieson, Esther E.
Johnston, Ida M.
James, Norman.
Jordan, Mary H.
Johnson, May.
Johnston, Lucy M.
Johnston, Olive M.
Jarvis, Mina L.
Jack, Carrie.
Jardine, Nellie A.

## V. Permanent Second Class Certificates—Con.

Johnson, Grace A.
Johnson, James L.
Johnston, May.
Jenkins, Olive M.
Klinck, Myrtle I.
Kidner, Grace C.
Kines, Grace M.
Kaufman, Alvin J.
King, Enid E.
Kellerman, Ethel M.
Kent, Bessie M.
Kerr, Catherine G.
Kerr, Emily C.
Kydd, Margaret W.
Kay, Mildred.
Kingsboro, Maggie B.
Kitchen, Ethel F.
Kelly, Agnes G.
Kelly, Gertrude L.
King, E. Gertrude.
Kidd, Edna L.
Kneath, Emma M.
King, Arthur W.
Kerr, Prudence.
Kennedy, Marie.
Kyle, Eva G.
Klopp, Flora.
Knights, Almira M.
Learoyd, Clarence W.
Leeds, John H.
Lannan, Loretto C.
Liddy, Catharine E.
Lishman, Thomas E.
Lehrbass, Mathilda J.,
Lewis, Margaret A.
Lewis, Susan M.
La Londe, Maude A.
Lavender, Bernice E.
Lee, Annie R.
Levigne, Winnie.
Lynch, Estelle.
Laidley, Evelyn G.
Lackner, Annie G.
Lake, Nellie.
Lamb, Dora.
Lewis, Etta.
Lynch, Beatrice I.
Lambden, Mabel A.
Long, Elsie I.
Lee, Florence E.
Lovell, Bessie G.
Lowes, Ella M.
Love, Arthur D.
Leach, Ellen.
Lapp, Pearl M.
Leath, Eva J.
Leonard, Agatha.
Lather, Flora B.
La Rue, Cecilia.
Logan, Sadie M.
Living, Helen K.
Leishman, Mamie.
Larkworthy, Clara J.
Lewis, Gladys A.
Leitch, Violet R.
Loucks, Hazel M.
Lapp, Charles A.
Little, Anna C.
Legate, Ina E.
La Jennesse, Louise.
Lott, Myrtle V.
Lymburner, Willis C.
Laidlaw, Florence D.
Lee, Maymie A.
Macdonald, Hilarie R.
McDonald, Stella M.
McKinlay, Hattie.
McDonald, Laura A.
McKay, Fred. J.
McCaul, Mayme J.
McGuire, Katharine E.
McKee, Marion E.
McEwen, George D.
McCulloch, Alice.
Macfarlane, Gertrude.
McCutcheon, Edith.
McIntyre, Albert A.
MacDonald, Bessie M.
McGuire, Kathryn.
McMillan, Isabel.
McNaughton, Flora.
McCrea, Ethel.
MacLeod, Margaret C.
MacLeod, Sarah J.
MacPhail, Lillian.
McEwan, Amy J.
McLaurin, Muriel.
McPhaul, Florence.

## V. Permanent Second Class Certificates—Con.

McAuliffe, Anna.
McNaughton, Henry S.
MacArthur, Eleanor.
McElrea, Eva.
McGee, John J.
McLaughlin, Blythe.
MacLeod, Murdean I.
McMane, Jessie E.
McKilligan, Katherine.
McCallum, Janet.
McDermott, Flossie A.
McDonald, Alberta C.
McDonald, Flora M.
McDonald, Janet B.
McInnes, Katharine.
McLellan, Annie W.
McLeod, Elizabeth.
McGill, Mahala N.
McCaffery, Ethel.
MacGregor, Charles J.
McLachlan, Lois W.
MacCallum, Margaret E.,
McGee, William P.
McKinley, Jean C.
McKinnon, John L.
McDougall, Merle.
MacPhail, Agnes C.
McMullen, Millicent G.
Macarthur, Wilmur L.
McGuire, Alice E.
McDonald, Agnes S.
McEwan, Alfred J. F.
McEwen, Sara E.
McGowan, Annie E.
McGregor, Nellie.
Macauley, Ida.
McKeown, Catherine C.
McDonald, J. Gertrude.
McColl, Florence M.
McLachlin, Nettie E.
McTavish, Ethelwyn L.
McIvor, Susan.
MacKenzie. Jessie.
McCammon, Mary M.
McCarthy, Joseph.
McGuire, Mary A.
McKim, Louise C.
MacDonald, Annie E.
McBride, Isabel.
MacTavish, Sara J.
MacNamara, Eva A.
McCullough, Mary A.
McLean, Lena D.
McPherson, Margaret J.
MacKenzie, Ada.
McGarry, Elizabeth P.
McRae, Cela.
MacDougall, Mary S.
McLachlin, Jean I.
McTaggart, Isabelle.
McBride, Lizzie A.
McKenzie, Mary R.
McGugan, Jennie M.
Macdonald, Emma M.
MacPherson, Kate M.
Mackenzie, Esther.
McDiarmid, Laura J.
Miller, Jessie A.
Morris, Marcula I.
Mailloux, Amelia A.
Millar, Laura.
Maloney, Helena H.
Munro, Margaret M.
Martin, Maria M.
Mains, Sadie.
Marston, Leonora.
Mosure, Lloyd S.
Mahon, Katharine.
Maine, Lillie.
Murray, Jean J.
Mead, Ilha.
Morse, Edna.
Mundell, Isabel J.
Miller, Eva.
Montgomery, Howard S.
Monaghan, Bertha W.
Mitchell, Nettie M.
Morton, Mary L.
Malone, Mary I.
Miller, May L.
Milliken, Jessie.
Mills, Mabel E.
Milroy, Millicent A.
Mitchell, Margaret S.
Mitchell, Myrtle E. M.
Moffatt, Mamie.
Moyer, Beata.
Mulvihill, Julia.

## V. Permanent Second Class Certificates—Con.

Myrick, Walter G.
Mitchell, Mary.
Morris, S. Jean.
Munro, Eunice O.
Matthews, Mary E.
Musgrove, Earnscliffe.
Mitchell, Ida B.
Martin, Belle.
Mann, Alice R.
Morrison, Lizzie.
Mitchell, W. Bruce.
Muxworthy, La Vera H.
Marrie, Annie L.
Munro, Donalda. C.
Munroe, Ruth A.
Manning, Ivy M.
Morley, Edna L.
Millard, Lena.
Mulholland, Elsie.
Moore, Georgette F.
Mitchell, Fern.
Merrill, Albert.
Maybee, Elva L.
Manning, Mary F.
May, Reva E.
Magnus, Annie B.
Nichols, Jessie R.
Nixon, Lillian I.
Needham, Lilla J.
Neville, Helena G.
Nichol, Irene J.
Niven, Rhoda M.
Neal, Lillie M.
Nicholson, Robert J.
Nichols, Joy.
Neville, E. Carmine.
Nichols, Beatrice V.
Nutting, Alma P.
O'Brien, Margaret.
O'Brien, Margaret A.
O'Brien, William J.
Overland, Queenie M. L.
Ottmann, Aleda E.
Orrock, Marion E. L.
O'Meara, Lucy R.
O'Keefe, Irene.
Ormrod, Edna G.
O'Neill, Louis E.
Patterson, Cyril S.
Pepper, Mary E.
Ponting, Grace.
Patterson, Margaret.
Patton, Margaret.
Pharaoh, William R.
Parker, Eva.
Payne, Ada M. D.
Pass, Bessie A.
Pentland, Edna L.
Pope, Agnes.
Panton, Helen.
Patterson, Elsa A.
Peebles, Annie L.
Perkins, Lorne R.
Parkin, Elnora D.
Partlo, Irene.
Pierce, Myrtle L.
Porter, Elizabeth P.
Patterson, Grace.
Penfold, Lila C.
Pepper, Elda M.
Pengelley, Olympus R.
Patton, May.
Palmer, Eva A.
Phillips, Emma M.
Pyne, Annie.
Pirie, Mary W.
Patterson, Edna.
Peters, Charlotte.
Perdue, Gordon E.
Pakenham, Ethel M.
Partridge, Jennie N.
Pomeroy, R. Howard.
Pulling, Gladys.
Price, Lulu.
Procter, Richard C.
Pulford, Sadie.
Powell, Mary N.
Paddon, Myrtle M.
Poustie, Edith B.
Percival, Ruby E.
Percival, Samuel E.
Park, Muriel J.
Pilkey, Helene M. B.
Phillips, Stanley J.
Park, Mary E.
Quantz, Myrtle I.
Quigley, Waitie.
Robb, M. Lillian.

## V. Permanent Second Class Certificates—Con.

Rutherford, Laura I.
Richardson, Martha.
Robson, Winona A.
Rice, Loretta.
Ryan, Bridget.
Rowan, Agnes C.
Reid, Ida.
Robertson, Beatrice.
Rabajotti, Evelyn F.
Reycraft, Clara V.
Robinson, Henry E.
Rundle, Eva M.
Russell, Pearl B.
Ross, Mabel K.
Richardson, Susie.
Robinson, Margaret F.
Robson, Ida.
Ramage, Charles C.
Richardson, Grace.
Roszell, Marcus.
Roche, Loretta M.
Row, Victor P.
Rush, Albert H.
Richardson, Lottie.
Robinson, Harold S.
Ryan, Frank S.
Robb, Edgar J.
Rowatt, Jean H.
Rutherford, Lulu.
Reive, Ella I.
Ross, Annie.
Smith, Campbell T.
Sinclair, Florence.
Snook, Ida M.
Steele, Annie W.
Smith, Colin A.
Stacey, Blanche.
Swayzie, Alva C.
Simpson, Elizabeth B.
Spence, Hazel E.
Shrapnell, Gladys.
Shirley, Helena V.
Sully, Eva P.
Smith, Bessie O.
Shepley, Ethelene.
Sherriff, Jennie R.
Smale, Eva L.
Smith, Jessie M.
Stewart, Christina.
Shier, Lillie A.
Stubbs, Margaret.
Scott, Edna L.
Seaman, Hazel K.
Sheahan, Margaret H.
Spicer, Myrtle A.
Stewart, Edna M.
Shea, Irene.
Sills, Jessie.
Sanderson, Olga.
Shannon, George E.
Shaw, Ruth.
Sheriff, Irene G.
Smith, Jessie M.
Snyder, Olive M.
Switzer, Theresa P.
Sauvé, Lea.
Scott, Ruby R.
Smith, Ellen C.
Simpson, Maude G.
Snider, Florence M.
Snider, Hattie G.
Sparling, Mildred.
Stinson, Della L. M.
Stovin, Gertrude V.
Sullivan, Hazel M.
Shannette, Katharine M.
Sweeny, Frank P.
Shunk, Edna T.
Stafford, Flossie M.
Snell, Victoria.
Stapleton, Agnes C.
Smith, Ina M.
Stevens, Norma M.
Sutherland, Mildred A.
Shorey, Augusta E.
Stanyer, Ina E.
Sullivan, Camilla C.
Smith, Peter K.
Smith, Beatrice.
Scott, Mary A.
Stevens, Welda I.
Sheridan, Jessie G.
Steed, Electa M.
Siler, Helen G.
Schlichter, Annie.
Stewart, Winifred.
Shaw, Lena M.
Somerville, Jennie P.

V. Permanent Second Class Certificates—Con.

Scherer, Ruby.
Staples, Marie.
Stratton, Etheline.
Smily, Gertrude E.
Smith, Mae.
Sider, Estella A.
Smyth, William E.
Siddall, Stanley.
Stewart, Mary H.
Sheridan, Margaret E.
Smith, Helen M.
Sills, George L.
Stewart, Hazel C.
Schleihauf, Sarah E.
Spalding, Arthena J.
Smith, Hazel L.
Smith, Pansy H.
Shore, Frances K.
Stoddart, E. May.
Stothers, Evva.
Semple, Mary.
Shackleton, Albert V.
Somerville, Annie G.
Sweeney, Catherine.
Scott, Katharine M.
Scott, Mary N.
Thompson, Rose.
Taylor, Edna V.
Tait, Isabella A.
Tanguay, Marie.
Taylor, Lucy M.
Thompson, Elsie.
Thomas, Laura.
Taylor, Jeannie S.
Thomson, Gertrude.
Thompson, Lenore.
Torrey, Margaret I.
Troy, Mary C.
Troy, Martha H.
Tweed, Hugh L.
Townsend, Bella.
Tool, Harriet G.
Taylor, Jennie.
Tew, Vera M.
Ternan, Mabel A.
Thornton, Irma.
Tierney, Emily.
Tucker, Grace C.
Thompson, Tillie B.
Thomson, Lillooet.
Thompson, Ethel V.
Tudhope, Margaret P.
Tucker, Robert J.
Thoms, Clarence J.
Urquhart, George T.
Underhill, Edith G.
Vollett, Albert F.
VanEvery, Gladys E.
Wheler, Hazel M.
White, Vina.
Willson, Millie.
Waterson, Emma D.
Waniman, Stella.
Waite, Erma.
Watson, Harriet A.
Wilker, Clara.
Willows, Ethel.
Walsh, Pearl.
Ward, John W.
Whiting, Edith F.
Wilson, Annie M.
Wilson, Hyacinth.
Wood, Jean E.
Wylie, Elizabeth F.
Wilson, James F.
Woods, Ellen.
Wilder, Ethel G.
Weatherilt, Alma P.
Weston, Vera A.
Wilcox, Ruby B.
Walker, Jessie E.
Whyte, S. Edwina.
Welland, Estella.
Walsh, Teresa E.
Walsh, M. Ethel.
Woodiwiss, Gertrude.
Waterberry, Edna M.
Welsh, Mary.
Wood, Florence M.
Wilson, Gladys L.
Whiteman, Florence K.
Whitelock, Stanley G.
Walker, Ethel R.
Wilcox, Hazel.
Wigle, Leila H.
Wilson, Mary B.
Welland, Elizabeth.
Whittaker, Florence M.

### V. Permanent Second Class Certificates—Con.

Wilson, Florence E.
Wells, Margaret A.
Yorston, Amelia.
Yeoward, Anna G.
Yeandle, Ina.
Young, Estella M.
Young, Gordon.
Zuelsdorf, Anetta M.
Zeron, J. Ernest.

### VI. Kindergarten Directors' Certificates

Beckett, Eva May.
Dickens, Hilda M. E.
Freeman, Olive E.
Gibson, Esther L.
Hewett, Muriel A.
Hopkins, Valerie.
Hurd, Lucille A. L.
Lancaster, Eva W.
Lanceley, Edna M.
Legate, Eveline A.
Lumbers, Sarah L.
Lyon, Annie.
Martin, Beatrice W.
Meader, Helen M.
Middlemiss, Muriel A.
McLeod, Marjorie.
McQueen, Olive A.
Peacock, Mary A.
Riddle, Alice L.
Senn, Elsie I.
Simpson, Ruth C.
Strachan, Helen G.
Thomson, Minerva P.
Wagner, Sadie M.
Walley, Estelle.

### VII. Household Science Certificates

Allely, Nellie.
Barry, Beatrice M.
Blue, Virginia H.
Bobier, Mabel G.
Carveth, Alicia G.
Chapman, Ethel M.
Chesnut, Rita K.
Coggs, Kathleen.
Cruise, Margaret W.
Cowan, Margaret.
Cook, Isabella A.
Colby, Edna I.
Craig, Isabel I.
Davidson, Vera E.
Davis, Ada.
Emery, Lillian G.
Edwards, Mabel A.
Everson, Evelyn M. (Specialist.)
Forster, Gladys B.
Hendry, Helen A.
Hull, Annie K.
Irvin, Agnes M.
Job, H. Theodora. (Specialist.)
Jones, Edna M.
Lloyd, E. Isabel.
Loos, Frances M.
McNeill, Roberta.
Philp, Bessie M.
Pinel, Ethel M.
Plews, Helen.
Porte, Lenora.
Reed, Vera S.
Ross, Jean M.
Reynolds, Eva G.
Ross, Lily M. (Specialist.)
Ross, Barbara A. (Specialist.)
Ross, Bertha M. (Specialist.)
Shaw, Isabel.
Shirk, Vera D.
Still, Irene G.
Steward, Agnes W. (Specialist.)
Sutherland, Isabel.
Taylor, Martha M.
Vardon, Mabel S.
Wilcox, Muriel M.
Wilkinson, Helen L.
Winchester, Jessie I.

### VIII. Commercial Specialist Certificates

Baker, Sarah J.
Brimicombe, Bessie M.
Campbell, Minnie M.
Edwards, Margaret A.
Hampson, Edward.
Harry, Frank T.
Marshall, Marcella T.
Pridham, C. Irene.
Stockdale, Thomas N.
Stone, Mary A.
Towle, Lucie A.
Weatherill, Helen E. M.

### IX. Art Specialist Certificates

Caraher, A. Beatrice.
Foley, Jane.
Giles, Anna E.
MacKenzie, Eva F.

### X. Manual Training Certificates

Adams, William A.
Chambers, J. E.
Close, James O.
Cornell, Daniel N.
Crowson, Arthur.
Flumerfelt, William M.
Hamilton, John C., B.A. (Specialist.)
McKim, Norval.
Moffatt, W. J.
Phelan, F. J.
Pickles, Sugden. (Specialist.)
Power, John T.
Styles, Arthur. (Specialist.)
Tebbutt, Charles A.
Thomas, Julian H. (Forge Shop Practice.)
Winchester, Harry S. (Interim Specialist.)
Yeo, Charles T. (Interim Specialist.)

## XI. Professional Certificates, 1912

| | No. of Candidates | Extra Mural Candidates | High School Interim Certificates | Provincial I Class | Interim I Class | Permanent II Class | Interim II Class | Limited III Class, five years. | District Certificates, valid for one or two years | Total number of Certificates |
|---|---|---|---|---|---|---|---|---|---|---|
| Faculties of Education | 339 | .... | *218 | 54 | 182 | .... | 4 | .... | ..... | ..... |
| Normal Schools | 1,034 | 156 | .... | .... | .... | 348 | 641 | 87 | ..... | 1,076 |
| Model Schools | 450 | 8 | .... | .... | .... | .... | .... | 442 | ..... | 442 |
| English-French Training Schools | ..... | .... | .... | .... | .... | .... | .... | 35 | ..... | 35 |
| Summer Training Schools | ..... | .... | .... | .... | .... | .... | .... | ‡49 | 216 | 265 |
| Certificates issued on pro tanto standing | ..... | .... | .... | .... | .... | .... | 3 | 40 | ..... | 43 |
| Interim High School Certificates, issued on reaching 21 years of age | ..... | .... | †81 | .... | .... | .... | .... | .... | ..... | †81 |
| Permanent III Class | ..... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 |
| Provincial III Class, valid for three years | ..... | .... | .... | .... | .... | .... | .... | .... | ..... | 21 |
| Total number of newly certificated teachers | ..... | .... | 299 | 54 | 182 | 348 | 648 | 661 | 216 | 2,408 |
| Interim Certificates made permanent | ..... | .... | .... | 45 | .... | 542 | .... | .... | ..... | 587 |

* Of these 143 were also granted I Class certificates.
† These previously held Interim I Class certificates.
‡ Of this number 31 are valid for only two years.

### Kindergarten Certificates

| | |
|---|---|
| Number of Directors | 25 |
| Number of Assistants | 9 |

### Elementary Agriculture and Horticulture

| | |
|---|---|
| Number of Certificates issued | 70 |

### Manual Training

| | |
|---|---|
| Number of Permanent Certificates issued | 17 |
| Number of Elementary Certificates issued | 4 |

### Household Science

| | |
|---|---|
| Number of Certificates issued | 47 |

## XII. Temporary Certificates Issued in 1912

| Inspectorate | Number during 1st half year | Number during 2nd half year | Inspectorate | Number during 1st half year | Number during 2nd half year |
|---|---|---|---|---|---|
| Brant | 4 | 1 | Perth, S. | 1 | 2 |
| Bruce, E. | 25 | 27 | Peterborough, E | 18 | 15 |
| Bruce, W. | ..... | 1 | Peterborough, W, & Victoria, E | 8 | 2 |
| Carleton, E. | 16 | 11 | Prescott and Russell | 17 | 22 |
| Carleton, W, and Lanark, E. | 26 | 23 | Prince Edward | 28 | 33 |
| Dufferin | 17 | 20 | Renfrew, N | 16 | 18 |
| Dundas | 4 | 1 | Renfrew, S. | 20 | 25 |
| Elgin, E. | 9 | 1 | Simcoe, N. | 23 | 12 |
| Elgin, W. | 4 | ..... | Simcoe, S.W. | 6 | 2 |
| Essex, N. | 19 | 12 | Simcoe, E. | 20 | 15 |
| Essex, S. | 8 | 4 | Stormont | ..... | 4 |
| Frontenac, S | 24 | ..... | Victoria, W | 11 | 8 |
| Frontenac, N. | 62 | 68 | Waterloo, No. 1. | 2 | 2 |
| Glengarry | 20 | 18 | Waterloo, No. 2. | 6 | 3 |
| Grey, E. | 24 | 22 | Welland | 8 | 6 |
| Grey, W. | 15 | 16 | Wellington, N. | 1 | 2 |
| Grey, S. | 7 | 9 | Wellington, S. | 3 | 1 |
| Haldimand | 1 | 1 | Wentworth | 7 | 8 |
| Halton | 4 | 1 | York, N. | 8 | 3 |
| Hastings, C. | 13 | 18 | York, S. | 2 | 2 |
| Hastings, S. | 4 | 9 | | | |
| Huron, E. | 10 | 6 | District Divisions: | | |
| Huron, W | 5 | ..... | No. I | 14 | 9 |
| Kent, E. | 5 | 3 | No. II | 10 | 11 |
| Kent, W. | 6 | 3 | No. III | 22 | 13 |
| Lambton, E., No. 2. | 2 | 2 | No. IV | 13 | 13 |
| " W., No. 1. | 7 | 1 | No. V | 13 | 8 |
| Lanark, W. | 36 | 37 | No. VI | 6 | 17 |
| Leeds and Grenville, No. 1. | 9 | 11 | No. VII | 39 | 29 |
| " " " No. 2. | 18 | 22 | No. VIII | 26 | 15 |
| " " " No. 3. | 17 | 15 | No. IX | 34 | 45 |
| Lennox | 28 | 31 | No. X | 35 | 26 |
| Lincoln | 7 | 2 | No. XI | 7 | 10 |
| Middlesex, E. | 4 | 1 | English-French Divisions: | | |
| Middlesex, W. | ..... | ..... | No. I | 5 | 5 |
| Norfolk | 8 | 8 | No. II | 27 | 22 |
| Northumberland & Durham: | | | No. III | 21 | 42 |
| Centre, No. 2 | 22 | 15 | R. C. Separate Sch. Divisions: | | |
| East, No. 3 | 11 | 27 | No. I | 4 | 2 |
| West. No. 1 | 16 | 10 | No. II | 6 | 4 |
| Ontario, S. | 11 | 8 | No. III | 7 | 2 |
| Oxford, N. | 6 | 2 | No. IV | 18 | 11 |
| Oxford, S. | 2 | 5 | No. V | 17 | 6 |
| Peel | 5 | 5 | | | |
| Perth, N. | 3 | 1 | Totals | 1,073 | 953 |

# APPENDIX M

## PROVINCIAL NORMAL AND MODEL SCHOOLS

### I. Provincial Normal School, Hamilton

JANUARY, 1913

**Staff**

| | |
|---|---|
| S. A. Morgan, B.A., D.Pæd | Principal: Science of Education. |
| F. F. Macpherson, B.A. | Master: English. |
| E. T. Seaton, B.A. | Master: Mathematics. |
| J. Voaden, M.A. | Master: Science. |
| Julien R. Seavey | Instructor: Art. |
| H. A. Stares | Instructor: Music. |
| Oscar Main | Instructor: Writing. |
| Miss Clara E. Elliott | Instructor: Household Economics. |
| Sergt.-Maj. Jesse Skinner | Instructor: Physical Culture. |
| A. J. Painter | Instructor: Manual Training. |

**Students Admitted, Session 1912-13**

| | |
|---|---|
| Male | 25 |
| Female | 127 |
| Total | 152 |

### II. Provincial Normal School, London

JANUARY, 1913

**Staff**

| | |
|---|---|
| S. J. Radcliffe, B.A. | Principal: English. |
| John Dearness, M.A. | Master: Science and School Management. |
| A. Stevenson, B.A. | Master: Science of Education. |
| J. P. Hoag, B.A. | Master: Mathematics. |
| S. K. Davidson | Instructor: Art. |
| C. E. Percy | Instructor: Music. |
| J. W. Westervelt | Instructor: Writing. |
| Mrs. A. E. Fairlie | Instructor: Household Economics. |
| Albert Slatter | Instructor: Physical Culture. |
| Sugden Pickles | Instructor: Manual Training. |

**Students Admitted, Session 1912-13**

| | |
|---|---|
| Male | 12 |
| Female | 156 |
| Total | 168 |

### III. Provincial Normal School, North Bay

JANUARY, 1913

**Staff**

| | |
|---|---|
| A. C. Casselman | Principal: Science. |
| J. C. Norris, M.A. | Master: Mathematics. |
| J. B. McDougall, B.A. | Master: Science of Education. |
| C. Ramsay | Instructor: Art. |
| Herbert Wildgust, L.L.C.M. | Instructor: Music. |
| J. E. Chambers | Instructor: Manual Training. |
| Miss Catharine T. McCaig | Instructor: Household Economics. |

**Students Admitted, Session 1912-13**

| | |
|---|---|
| Male | 7 |
| Female | 53 |
| Total | 60 |

## IV. Provincial Normal and Model Schools, Ottawa

### JANUARY, 1913

### 1. Staff of Normal School

| | |
|---|---|
| J. F. White, LL.D. | Principal: School Management and English. |
| W. J. Karr, B.A., B.Pæd. | Master: Psychology and English. |
| E. T. Slemon, B.A., D.Pæd. | Master: Mathematics and History of Education. |
| J. W. Gibson, M.A. | Master: Science, Nature Study, Geography. |
| Roy F. Fleming | Instructor: Art. |
| T. A. Brown | Instructor: Music. |
| H. W. G. Braithwaite | Instructor: Writing. |
| C. Emery | Instructor: Physical Culture. |
| Miss Eliza Bolton | Instructor: Kindergarten Principles. |
| Miss A. E. Robertson | Instructor: Household Economics. |
| J. S. Harterre | Instructor: Manual Training. |

#### Students Admitted, Session 1912-13

| | | |
|---|---|---|
| Male | 14 | |
| Female | 137 | |
| | | 151 |
| Kindergarten Students | | 3 |
| Total | | 154 |

### 2. Staff of Normal Model School, Ottawa

| | |
|---|---|
| F. A. Jones, B.A. | Headmaster. |
| C. E. Mark, B.A. | IV Form, Boys |
| H. M. Leppard | III Form, Boys. |
| Miss A. Delaney | II Form, Boys. |
| E. Cluff, B.A. | I Form, Boys. |
| Miss M. E. Butterworth | First Female Assistant. |
| Miss A. G. Hanahoe | III Form, Girls. |
| Miss J. Foster | II Form, Girls, |
| Miss M. R. Elliott | I Form, Girls. |
| Miss Eliza Bolton | Kindergarten Directress. |
| Miss A. H. Baker | Kindergarten Assistant. |
| Roy F. Fleming | Instructor: Art. |
| T. A. Brown | Instructor: Music. |
| C. Emery | Instructor: Physical Culture. |
| Miss A. E. Robertson | Instructor: Household Economics. |
| H. W. G. Braithwaite | Instructor: Writing. |
| J. S. Harterre | Instructor: Manual Training. |
| J. M. Fleury | Instructor: French. |

| | |
|---|---|
| Number of pupils, 1912 | 343 |
| Number of Kindergarten pupils, 1912 | 47 |
| Total | 390 |

## V. Provincial Normal School, Peterborough

### JANUARY 1913

### Staff

| | |
|---|---|
| Duncan Walker, B.A. | Principal: Mathematics. |
| Henry G. Park, B.A., D.Pæd. | Master: Science of Education. |
| Samuel J. Keyes, B.A., B.Pæd | Master: English. |
| W. I. Chisholm, M.A. | Master: Science. |
| Earl E. Logan | Instructor: Writing. |
| A. F. Hagerman | Instructor: Manual Training. |
| Miss Jessie C. McRae | Instructor: Art. |
| Miss Ethel M. Steinhoff | Instructor: Household Economics. |
| Miss Helen B. Rochester | Instructor: Physical Culture. |
| Miss Marion R. Rannie | Instructor: Music. |

#### Students Admitted, Session 1912-13

| | |
|---|---|
| Male | 15 |
| Female | 65 |
| Total | 80 |

## VI. Provincial Normal School, Stratford

JANUARY, 1913

### Staff

| | |
|---|---|
| S. Silcox, B.A., D.Pæd | Principal: Science of Education. |
| J. W. Emery, B.A. | Master: Science. |
| J. M. McCutcheon, B.A., B.Pæd | Master: English. |
| H. S. Robertson, B.A. (Tor.), M.A. (Colum.) | Master: Mathematics. |
| J. Bottomley, A.R.C.O. | Instructor: Music. |
| Sugden Pickles | Instructor: Manual Training. |
| Miss E. M. Cottle | Instructor: Calisthenics and Writing. |
| Mrs. Helen Mayberry | Instructor: Art. |
| Mrs. A. E. Fairlie | Instructor: Household Economics. |

### Students Admitted, Session 1912-13

| | |
|---|---|
| Male | 25 |
| Female | 149 |
| Total | 174 |

## VII. Provincial Normal and Model Schools, Toronto

JANUARY, 1913

### 1. Staff of Normal School

| | |
|---|---|
| Wm. Scott, B.A. | Principal: History of Education, School Management, and Grammar. |
| D. D. Moshier, B.A., B.Pæd | Master: Psychology and English. |
| Wm. Prendergast, B.A. | Master: Mathematics and English. |
| David Whyte, B.A. | Master: Science. |
| A. T. Cringan, Mus. Bac. | Instructor: Music. |
| Jas. H. Wilkinson | Instructor: Manual Training. |
| Miss A. Auta Powell | Instructor: Art. |
| Miss Nina A. Ewing | Instructor: Household Economics. |
| Miss Mary E. Macintyre | Instructor: Kindergarten Principles. |
| Mrs. Jean Somers | Instructor: Calisthenics. |
| Mrs. Emma Macbeth | Instructor: Needlework. |
| Sergt.-Maj. E. H. Price, R.C.R. | Instructor: Drill. |
| Mrs. M. W. Brown | Instructor: Reading. |
| E. Warner | Instructor: Writing and Bookkeeping. |

### Students Admitted, Session 1912-13

| | | |
|---|---|---|
| Male | 16 | |
| Female | 168 | |
| | | 184 |
| Kindergarten Students | 14 | |
| Total | | 198 |

### 2. Staff of Normal Model School, Toronto

| | |
|---|---|
| R. W. Murray, B.A. | Head Master. |
| Miss M. Meehan | First Female Assistant. |
| Milton A. Sorsoleil, B.A. | First Male Assistant. |
| Miss May K. Caulfeild | Assistant. |
| J. T. Mustard | Assistant. |
| Miss A. F. Laven | Assistant. |
| Francis M. McCordic | Assistant. |
| Miss C. E. Knisely | Assistant. |
| Miss Isabella Richardson | Assistant. |
| Miss Alice A. Harding | Assistant. |
| Miss A. Auta Powell | Instructor: Art. |
| A. T. Cringan, Mus. Bac. | Instructor: Music. |
| Miss Mary E. Macintyre | Kindergarten Directress. |
| Miss Ellen Cody | Kindergarten Assistant. |
| Mrs. Jean Somers | Instructor: Calisthenics. |
| Mrs. Emma Macbeth | Instructor: Needlework. |
| Sergt.-Maj. E. H. Price, R.C.R. | Instructor: Drill. |
| Mrs. G. de Lestard | Instructor: French. |
| Jas. H. Wilkinson | Instructor: Manual Training. |
| Miss Nina A. Ewing | Instructor: Household Economics. |

| | |
|---|---|
| Number of pupils in 1912 | 478 |
| Number of Kindergarten pupils in 1912 | 46 |
| Total | 524 |

### VIII. Summary of Attendance at the Normal Schools

| Normal Schools | Male students | Female students | Total attendance |
|---|---|---|---|
| Hamilton | 25 | 127 | 152 |
| London | 12 | 156 | 168 |
| *North Bay | 7 | 53 | 60 |
| Ottawa | 14 | 137 | 151 |
| Peterborough | 15 | 65 | 80 |
| Stratford | 25 | 149 | 174 |
| Toronto | 16 | 168 | 184 |
| Totals | 114 | 855 | 969 |

| | |
|---|---|
| Kindergarten students, Ottawa | 3 |
| Kindergarten students, Toronto | 14 |
| Total | 17 |

*A Model School is also conducted in the North Bay Normal School Building (See Appendix N below).

## APPENDIX N

### PROVINCIAL MODEL SCHOOLS, 1912

| School | Principal | Students | | | | |
|---|---|---|---|---|---|---|
| | | Male | Female | Total attendance | Extra Mural Students | No. who passed |
| Athens | S. A. Hitsman | 11 | 15 | 26 | 1 | 27 |
| Chatham | J. W. Plewes | 9 | 55 | 64 | ..... | 64 |
| Clinton | C. D. Bouck | 14 | 27 | 41 | ..... | 41 |
| Cornwall | G. R. Theobald | 6 | 27 | 33 | ..... | 33 |
| Durham | Thos. Allan | 15 | 40 | 55 | ..... | 54 |
| Guelph | David Young | 10 | 34 | 44 | 2 | 42 |
| Kingston | G. W. Hofferd | 3 | 15 | 18 | ..... | 15 |
| Madoc | Jas. Campbell | 3 | 17 | 20 | ..... | 19 |
| Napanee | T. C. Tice | 4 | 15 | 19 | ..... | 18 |
| North Bay | A. C. Casselman | 3 | 16 | 19 | 1 | 19 |
| Orillia | A. Barber | 10 | 39 | 49 | 2 | 48 |
| Perth | B. C. Taggart | 2 | 26 | 28 | 2 | 29 |
| Renfrew | M. N. Armstrong | 4 | 30 | 34 | ..... | 33 |
| Totals | | 94 | 356 | 450 | 8 | 442 |

# APPENDIX O

## SUPERANNUATED TEACHERS

### * Allowances Granted during 1912

| Register Number | Name | Age | Post Office | Years of Service | Allowance |
|---|---|---|---|---|---|
| | | | | | $ c. |
| 1209 | Tutt, Hannah Elizabeth..... | 57 | 148 George St., Brantford ..... | 36½ | 255 50 |
| 1210 | McGinnis, David L ..... | 69 | Sandwich ..... | 20 | 140 00 |
| 1211 | Birchard, Isaac James..... | 61 | 124 Jameson Avenue, Toronto ..... | 42½ | 297 50 |
| 1212 | Gordon, Nathaniel..... | 72 | Orangeville ..... | 53 | 363 00 |
| 1213 | Armstrong, Joseph E..... | 63 | 427 Broadview Ave., Toronto ..... | 38½ | 266 50 |
| 1214 | McIntosh, Angus ..... | 62 | Box 262, Brantford.. | 41½ | 290 50 |
| 1215 | McKee, George ..... | 63 | Orillia ..... | 31½ | 217 00 |

### Summary for Years 1882-1912

| Year | Number of Teachers on List | Expenditure for the Year | Gross Contributions to the Fund | Amount Refunded to Teachers |
|---|---|---|---|---|
| | | $ c. | $ c. | $ c. |
| 1882..... | 422 | 51,000 00 | 13,501 08 | 3,660 10 |
| 1887..... | 454 | 58,295 33 | 1,489 00 | 3,815 80 |
| 1892..... | 456 | 63,750 00 | 1,313 50 | 786 86 |
| 1897..... | 424 | 62,800 33 | 847 00 | 620 27 |
| 1902..... | 407 | 64,244 92 | 1,073 50 | 722 78 |
| 1907..... | 375 | 63,018 55 | 766 00 | 764 54 |
| 1911..... | 300 | †54,008 00 | †654 50 | †895 66 |
| 1912..... | 297 | †52,696 90 | †504 65 | †443 01 |

Seven teachers' subscriptions were withdrawn from the fund during the year ending 31st October, 1912.

* As the sum of $4 is deducted from each Superannuated Teacher's allowance as subscription to the fund, the payments were $4 less in each case than given in this list.

† For fiscal year ending 31st October.

# APPENDIX P

## HIGH AND PUBLIC SCHOOL CADET CORPS, 1912

| Name of School | Strength of Corps | Number present at time of inspection | Drill and Exercises performed at inspection | General remarks of Inspecting Officer |
|---|---|---|---|---|
| Arthur High School | 48 | 37 | Fair to very good. | Good. |
| Barrie Collegiate Institute | 79 | 78 | Indifferent to good. | Fair; improving. |
| Belleville, Octavia St. Public School | 62 | 53 | Fair to very good. | All ranks very keen. |
| Brantford Collegiate Institute | 70 | 64 | Very good. | Excellent company. Very keen instructor. |
| Brockville Collegiate Institute | 42 | 40 | Good. | A good corps. |
| Campbellford High School | 34 | 32 | Fair to good. | A good company, lacking instruction. |
| Cobourg Collegiate Institute | 71 | 69 | Fair to very good. | Wet weather prevented outdoor work. |
| Collingwood Collegiate Institute | 56 | 53 | Indifferent to good. | Average about good. |
| Cornwall High School | 69 | 67 | Fair to good. | Well organized, and a good bugle band. |
| Dunnville High School | 40 | 40 | Very good. | A splendid corps. |
| Essex High School | 42 | 41 | Fair to very good. | Good. |
| Galt Collegiate Institute | 44 | 44 | Fair to very good. | Good. |
| Goderich Collegiate Institute | 50 | 50 | Fair to good. | Good. |
| Guelph Collegiate Institute | 73 | 49 | Good to very good. | Good. |
| Guelph Central Public School | 46 | 44 | Good. | Good. |
| Hamilton Collegiate Institute | 52 | 50 | Very good. | An excellent and well set-up corps. |
| Ingersoll Collegiate Institute | 44 | 44 | Fair to very good. | Good. |
| Leamington High School | 51 | 29 | Fair to good. | Good. |
| Lindsay Collegiate Institute | 123 | 120 | Very good. | A particularly efficient corps. |
| Morrisburg Collegiate Institute | 38 | 27 | Fair. | Fair. |
| Meaford High School | 44 | 35 | Indifferent to fair. | A new company. Only received arms May 11th. |
| Mount Forest High School | 46 | 46 | Good. | Good. |
| Niagara Falls Collegiate Institute | 40 | 40 | Very good. | A very good all-round corps. |
| Norwood High School | 30 | 26 | Fair to very good. | Good material, but lacking instruction. |
| Orangeville High School | 58 | 56 | Fair to very good. | Good. |
| Orangeville Public School | 64 | 64 | Fair to good. | A young company. Good for ages of cadets. |
| Orillia Collegiate Institute | 95 | 94 | Good. | A strong and enthusiastic corps. |
| Owen Sound Collegiate Institute | 81 | 54 | Fair to good. | Fair; not enough rifle practice. |
| Perth Collegiate Institute | 42 | 39 | Good. | Good. |
| Peterborough Collegiate Institute | 114 | 102 | Fair to good. | A smart, keen battalion. |
| Picton Collegiate Institute | 64 | 64 | Good. | A good cadet corps. |
| Port Hope High School | 80 | 70 | Good. | Smart looking, well drilled |

## HIGH AND PUBLIC SCHOOL CADET CORPS, 1912—Concluded

| Name of School | Strength of Corps | Number present at time of inspection | Drill and Exercises performed at inspection | General remarks of Inspecting Officer |
|---|---|---|---|---|
| Port Perry High School | 41 | 41 | Very good. | Smart, all-round corps. |
| Prescott High School | 31 | 31 | Good. | |
| Renfrew Collegiate Institute | 46 | 40 | Good. | Fine, smart, well drilled and enthusiastic. |
| St. Catharines Collegiate Institute | 59 | 55 | Very good. | First-class corps, very smart and well drilled. |
| St. Thomas Collegiate Institute | 57 | 57 | Good to very good. | Very good. |
| Simcoe High School | 48 | 48 | Very good. | A splendid all-round corps. All very keen. |
| Seaforth Collegiate Institute | 65 | 58 | Fair to very good. | Good. |
| Stirling High School | 41 | 34 | Fair to good | Good company; lacks instruction. |
| Stratford Collegiate Institute | 134 | 127 | Fair to very good. | Good. |
| Strathroy Collegiate Institute | 42 | 41 | Fair to very good. | Good. |
| Tillsonburg High School | 38 | 38 | Fair to very good. | Good. |
| Toronto: | | | | |
| Harbord Collegiate Institute | 76 | 73 | Good. | Good; an excellent shooting corps. |
| Jarvis Collegiate Institute | 52 | 52 | Fair to very good. | Good, but should have more rifle practice. |
| Parkdale Collegiate Institute | 61 | 54 | Fair to very good. | Good. |
| Public Schools (20 corps) | 2,710 | 2,475 | Fair to very good. | Good, considering average ages. |
| Uxbridge High School | 48 | 46 | Very good. | First-class corps. |
| Vankleek Hill Collegiate Institute | 45 | 40 | Fair to good. | A good corps; will be better next year. |
| Woodstock Collegiate Institute | 49 | 49 | Very good. | Very good. |
| Total, 69 corps | 5,535 | 5,080 | | |

# APPENDIX Q

## REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION

### I. MANUAL TRAINING CENTRES

| Location of Centre | Teacher | Salary | No. of Pupils | Grades | Length of Lesson | Accommodation | Equipment | Remarks |
|---|---|---|---|---|---|---|---|---|
| OTTAWA | | $1,500 to | | | | | | |
| 1 Slater Street School | C. Medcalf. | $2,000 by $100 | 170 | | | | | |
| 2 Wellington Street School | | | 89 | | | | | |
| 3 Elgin Street School | | | 250 | | | | | |
| 4 Glashan School | R. S. | | 111 | | | | | |
| 5 First Avenue School | Holmes. | $1,175 | 145 | Junior IV. | | | | |
| 6 Hopewell Avenue School | H. S. | to | 64 | to | | | | |
| 7 Creighton Street School | Winchester | $1,400 | 62 | Com- | | | | |
| 8 Cambridge Street School | | by | 147 | mercial. | 1½ to 2 hours | All the rooms are ordinary school class rooms, in most cases specially built, and in others adapted for Manual Training. They are generally light, airy and well ventilated. | Equipped with 20 benches and all tools for elementary woodworking. The Commercial classes are provided with equipment for copper and brass work. | Mr. C. Medcalf acts as supervisor, being allowed 5 half days per week for this purpose. |
| 9 Percy Street School | J. C. | $75 | 83 | | | | | |
| 10 Osgoode Street School | Jandrew. | annually. | 121 | | | | | |
| 11 George Street School | A. Crowson | | 65 | | | | | |
| 12 Rosemount Avenue School | J. J. Carter | | 123 | | | | | |
| 13 Bolton Street School | E. C. Wight | | 20 | | | | | |
| 14 Model School | J. S. Harterre | | 230 | All grades. | ¾ to 1 hour. | 2 rooms, elementary and advanced. | Cardboard work, clay modelling, and wood work | |
| TORONTO | | | | | | | | |
| 15 Wellesley School | C. T. Yeo. | | 218 | | | | | |
| 16 Lansdowne School | A. J. Rostance | | 269 | | | | | |
| 17 George Street School | J. Slaughter. | | 205 | | | | | Mr. W. L. Richardson acts as supervisor. |
| 18 Queen Alexandra School | W. Flummerfelt. | | 242 | Junior IV Senior IV | 1½ to 2¼ hours. | Elementary woodwork is provided for in a room of the ordinary class room type, the newer rooms being specially fitted. | Each centre is equipped with 20 benches and the ordinary wood working tools. Two centres are equipped for ornamental metal work. | Evening classes are held in Queen Alexandra. Lansdowne. Dewson Street, Technical and George St. Schools. |
| 19 Givens Street School | T. T. Carpenter. | $1,200 | 230 | | | | | |
| 20 Dewson Street School | E. Faw. | | | | | | | |
| 21 Parkdale School | J. C. Hamilton. | to | 254 | | | | | |
| | | | 257 | | | | | |
| 22 Kimberley School | E. Beattie. | $1,800 | 100 | | | | | |
| 23 Annette Street School | J. N. Moffatt. | | 250 | | | | | |
| 24 Kent School | J. Brennan. | | 205 | | | | | |
| 25 Technical High School | J. H. Cunningham. | | 200 | I, II | 2 hours, | | | |
| 26 Brown School | H. J. Baker. | | 234 | | | | | |
| 27 Oakwood High School | J. N. Shorthill | | 200 | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 28 Normal Model School..... | J. H. Wilkinson. | $1,600 | 100 | | 1½ hours | | | |
| 29 Kingston Public School... | A. Hatch. | $1,400 | 200 | III, IV | 1½ to 2 hrs, | A basement room specially fitted | Bench work, | |
| 30 Brantford Public School.. | A. Styles. | $1,000 | 176 | S. IV, J. IV | 1½ hours | Separate building. | Wood work and turning. | Voluntary class Saturday a.m. in mechanical drawing. |
| 31 Brantford Coll. Institute.. | T.H.Jenkins. | $1,300 | 63 | I, II | 2½ hours | Separate shops provided for bench work. forging. turning and drawing. | 20 benches, 4 wood turning lathes, 1 engine lathe, band saw. 8 forges. motors. etc. | An industrial class of 20 pupils is carried on and evening classes three nights per week. |
| 32 Brockville Public Schools. | T. W. Davidson. | $1,200 | 191 | III., IV | 2 hours | Separate building. | 27 benches, 1 wood turning lathe. | No Manual Training in Collegiate Institute. |
| 33 Stratford Coll. Institute .. | I. S. Clubine. | $1,200 | 245 | IV P.; J. Sep; Ss. I, II, Col. I | 1½ and 2 hrs. | Separate building. | Workshop, forge and machine shop and store room. | Large and successful evening industrial classes are held 4 nights a week |
| 34 Stratford Normal School.. | S. Pickles. | $1,520 | Normal | Students. | 1 hour | Two rooms. | Cardboard work and wood work. | |
| 35 Woodstock Coll. Institute. | J. S. Mercer. | $1,450 | 199 | J. IV to Form III | 2 hours 2½ hours | Separate building | Bench work, wood turning, forging, machine shop, beaten metal, mechanical drawing. | The Commercial, Second and Third forms take metal work. No evening classes are held. |
| 36 Guelph Public Schools.... | J. T. Powers. | $1,200 | 225 | J. III to Com. | 1½ to 2 hrs. | 47 ft. x 24½ ft. x 13 ft. | 7 vices and 1 forge in addition toordinary wood work. | No Manual Training in the Collegiate Institute. |
| 37 Guelph Machinery Hall... | This offers courses of one month, three months or nine months for persons wishing to become teachers of Manual Training. | | | | | | | |
| 38 Guelph Consolidated School | J. W. Milne | $200 | 37 | J. III, J. IV | 2½ hours | 25 ft. x 33 ft. x 11½ ft. | 20 benches with tools. | Manual Training suitable for rural districts. |
| 39 Berlin Collegiate Institute | D. W. Houston. | $1,550 | 222 | J. IV, S. IV.; I, II | 1½ to 2½ hrs. | Work shop, machine shop, drawing room. | Benches, wood-turning lathes, drawing tables, forges, drill, band saw, grinder. | Evening industrial classes are held two nights a week. |

I MANUAL TRAINING CENTRES—Continued

| Location of Centre | Teacher | Salary | No. of Pupils | Grades | Length of Lesson | Accommodation | Equipment | Remarks |
|---|---|---|---|---|---|---|---|---|
| 40 Hamilton Technical and Art School..... | In addition to the boys taking industrial courses a large number of boys from the Public Schools and Collegiate Institute take woodworking, forging and machine shop practice. | | | | | | | |
| 41 Wentworth Street School, Hamilton..... | W. L. Carson | $800 | 175 | J. IV to Com. | 1½ and 2 hrs. | 2 rooms. 24 ft. x 32 ft. x 8 ft. 6 in. | 20 benches and usual equipment. | |
| 42 Caroline Street, Hamilton. | A. E. Wilcox. | $1,100 | 292 | J. IV to Com. | 1½ and 2 hrs. | 22 ft. x 30 ft. x 14 ft. | 20 benches and usual tool equipment. | |
| 43 Normal School, Hamilton. | A. J. Painter. | $1,300 | 136 | J. IV to Com. | 1½ and 2 hrs. | Two Rooms. | 20 benches and usual tool equipment. | In addition to Normal students. |
| 44 King George, Hamilton ... | F. Bowers .. | $800 | 200 | J. IV to Com. | 1½ to 2 hrs. | Class Room. | 20 benches and tools. | |
| 45 Collegiate Inst., London .. | G. A. Andrus | $1,600 | 200 | II | 1⅔ hours. | 39 ft. x 26 ft. x 15 ft. | 30 benches with usual tool equipment. | |
| 46 Normal School, London ... | S. Pickles. | $1,520 | 92 | IV | 1½ hours | Two rooms. | 20 benches with usual tool equipment. | In addition to Normal students. |
| 47 St. George's, London ..... | A. Moir. | $900 | 172 | IV | 2 hours | 30ft. x 30 ft. x 8ft. | 20 benches with usual tool equipment. | Basement room |
| 48 Lorne Avenue, London. ... | | | 114 | IV | 2 hours. | 31ft. x 23 ft. x 8ft. | 20 benches with usnal tool equipment. | Basement room. |
| 49 Princess Avenue, London.. | W. A. Adams | $1,500 | 143 | IV | 2 hours. | Ordinary class room. | " " | |
| 50 Queen Alexandra. London. | | | | IV | 2 hours. | " " | " " | |
| 51 Ingersoll Collegiate Inst.. | F. Tanton. | $1,200 | 89 | J. IV to F. II | 2 hours. | A separate building. | 20 benches, forge, lathes. | 5 classes, one each afternoon. |
| 52 Cornwall Public School... | D. N. Cornell. | $850 | 95 | J. III, IV | 2 hours. | Basement. | 20 benches and tools. | |
| 53 St. Thomas..... | W. J. Moffatt | $1.000 | 256 | S. III to I | 1½ and 2 hrs. | 18 ft. x 90 ft. | 20 benches with tools. | In lieu of accommodation in the schools a disused store is rented. |
| 54 Galt Collegiate Institute.. | F. E. Brausht. | $1,300 | 200 | IV, F. I II III | 1½ to 2 hours. | 47 ft. x 26 ft. x 10 ft. | 20 benches and tools. | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 55 Owen Sound Collegiate Institute | W. S. Mann | $1,000 | 202 | IV, F III | 1½ to 2 hours | 35-ft. x 10½ ft. x 24 ft. | Bench work wood turning |
| 56 Rittenhouse School | This is a rural school, the basement of which is fitted as a Manual Training room with 6 double benches and the necessary tools. | | | | | | |
| 57 Collingwood | O. Close. | $1,200 | 200 | IV, J. Form I | 1½ to 2 hours | A room in the Public Library is used. Evening classes are held two nights a week. | |
| 58 Normal, North Bay | A. Chambers | $1,300 | Accommodation and equipment as in other Normal Schools. | | | | |
| 59 Peterborough Normal Sch. | A. F. Hagerman | $1,200 | Accommodation and equipment as in other Normal Schools. | | | | |
| 60 Peterborough Public Sch. | | | 144 | III J IV I Coll I | ..... | Two class rooms. | 20 benches, with usual tool equipment. |
| 61 Port Arthur | J. Whiddon, | $1,575 | 142 | IV, F. I II | 2 hours. | Two rooms. | 20 beuches. |
| 62 Sault Ste. Marie | T. J. Later, | $1,300 | 129 | IV, F. I II III | 2 hours. | Wood shop, forge shop, drawing room. | 26 benches, lathes, forges, etc. |
| 63 Smith's Falls | W. F. Ferguson | $1,200 | 140 | IV, P S I, H S | 1½ to 2 hours | Basement room. | Ordinary wood-work equipment. |
| 64 Essex | Closed for various reasons. | | | | | | |
| 65 Alvinston | | | | | | | |
| 66 Renfrew | | | | | | | |

For detailed particulars of Industrial Day and Evening Classes see Bulletin No. 2.

## II. HOUSEHOLD SCIENCE CENTRES

| Location of Centre | Teacher | Salary | No. of Pupils | Grades | Length of Lesson | Accommodation | Equipment | Remarks |
|---|---|---|---|---|---|---|---|---|
| 1 Model School, Ottawa | A. E. Robertson. | $1,060 | 149 | All | ½ to 1½ hrs, | 36 ft x 36ft x 14 ft<br>18 ft x 18 ft x 14 ft | Cookery.<br>Needlework. | A separate dining-room with service is furnished. |
| 2 Applied Arts Sch., Ottawa | G. Boggs<br>G. Calhoun | $600<br>$1,200 | 481 | 8 | 1½ hrs. | | Cookery.<br>Needlework. | Sewing machines are provided in needle-work equipment. |
| TORONTO | | | | | | | | |
| 3 Queen Alexandra School | L. E. Snell, | $750 | 308 | IV | 1½ to 2 hrs, | 27 ft x 36 ft x 14 ft | All rooms are equipped alike with accommodation for 24 girls at one time taking cookery. | |
| 4 Dewson Street " | Miss Graham | $750 | 271 | " | " | 40 ft x 40 ft x 14 ft | | |
| 5 King Edward " | Mary Foote, | $1,000 | 264 | " | " | 36 ft x 24 ft x 13 ft | | |
| 6 Wellesley " | D. C. Raynor | $900 | 218 | " | " | 36 ft x 20 ft x 13 ft | | |
| 7 Winchester " | G. E. Williamson | $950 | 300 | " | " | 36 ft x 24 ft x 13 ft | | |
| 8 Parkdale " | Miss Hills. | $1,000 | 267 | " | " | 36 ft x 24 ft x 13 ft | | |
| 9 Kent " | Miss Armstrong | $900 | 300 | " | " | School kitchen. | | |
| 10 Annette St. " | Miss Smythe | $750 | 250 | " | " | " | | |
| 11 Kimberley " | Miss Bryans | $750 | 140 | " | " | " | | |
| 12 Crawford St | J.M. Williams | $600 | 247 | " | " | " | | |
| 13 Brown School | J. C. Pease | $750 | 254 | " | " | " | | |
| 14 Oakwood High School | ..... | Recently opened. | | | | | | |

## II. HOUSEHOLD SCIENCE CENTRES—Concluded

| Location of Centre | Teacher | Salary | No. of Pupils | Grades | Length of Lesson | Accommodation | Equipment | Remarks |
|---|---|---|---|---|---|---|---|---|
| TORONTO—Continued | | | | | | | | |
| 15 Technical High School ... | ..... | ..... | Two kitchens are equipped here, and a large and varying number of regular and special students take courses at different periods in various subjects. | | | | | |
| 16 Normal School ..... | N. Ewing. | $1,060 | Normal School Students and Model School pupils are taken. | | | | | |
| 17 Kingston Pub. Schools.... | C. E. Green. | $600 | 319 | III, IV | 1½ and 2 hrs. | 33 ft x 21 ft x 24 ft | Cookery, needle-work | |
| 18 Brantford Coll. Institute.. | E. E. Hartley | $650 | 273 | IV, F's I, II, | 1½ and 2 hrs. | 27 ft x 31 ft x 13 ft | Cookery, | |
| 19 Brockville Pub. Schools .. | A. Kendall. | $450 | 218 | III, IV | 2 hours. | 36 ft x 27 ft x 8½ ft | Cookery. | A separate building. |
| 20 Stratford Normal..... | A. Neville. | $960 | Normal School Students only. | | | | | |
| 21 Stratford Coll. Institute.. | E. C. Pearson | $650 | 239 | IV, F. I, II | 1½ and 2 hrs. | Kitchen and dining room. | Equipped for 28. | Large evening classes are held. |
| 22 Woodstock..... | M. McKee. | $600 | 189 | J. IV to F. III | 2 hours. | 33 ft. x 24 ft x 8 ft | Equipped for 24. | Basement room. |
| 23 Guelph Pub. School..... | E. MacVannel. | $800 | 289 | III, IV | 2 hours. | 39 ft x 24 ft x 13 ft | Cookery, needle-work. | Girls of Coll. Inst. take no Household Science. |
| 24 Guelph Consolidated Sch.. | N. Nixon. | $750 | 44 | All. | 2 hours. | 32 ft x 27 ft x 11½ ft | Cookery, needle-work. | A rural school. |
| 25 Macdonald Institute..... | Training School for Teachers. Classes from Public Schools also attend. | | | | | | | |
| 26 Berlin Collegiate Inst..... | E. M. Ferguson. | $950 | 244 | IV, F. I, II | 1½ to 2⅓ hrs. | Kitchen and dining room. | Cookery, needle-work. | School lunches served. |
| HAMILTON | | | | | | | | |
| 27 Wentworth Street..... | E. Lewis. | $550 | 261 | III, IV | 1½ and 2 hrs. | Kitchen. | " " | Miss Strong, of the Technical School acts as Supervisor. |
| 28 Caroline Street..... | B. H. Peebles | $550 | 327 | III, IV | " | " | " " | |
| 29 King Edward..... | | $500 | 309 | III, IV | " | " | " " | |
| 30 King George, Hamilton .... | A. M. Carpenter. | $550 | Recently opened | | | | | |
| 31 Technical School ..... | I. W. Strong | $750 | 244 | S. III to F. II. | " | " | Cookery. | Large evening classes are held in cookery, millinery and dressmaking. |
| 32 Normal School, Hamilton.. | C. Elliott. | ..... | 142 | S. III to Com. | 1½ and 2 hrs. | This is Public School work in addition to the training given to Normal students. | | |
| LONDON | | | | | | | | |
| 33 Collegiate Institute..... | M. C. Macpherson. | $1,000 | 328 | I, II, III | 1¼ to 1½ hrs. | Kitchen. | Cookery. | |
| 34 Normal School ..... | A. B. Neville | $960 | Normal students only. | | | | | |
| 35 Talbot Street ..... | An old house formerly used for caretaker has been adopted. | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 36 Lorne Avenue | Florence Bilton. | $500 | 113 | VI, VII, VIII. | Two hours. | Kitchen. | Cookery. | |
| 37 Victoria Street | G. M. Edwards. | $500 | 124 | | | " | " | |
| 38 Alexandra School | M. Stuart. | $250 | 74 | | | | | |
| 39 Ingersoll | I. Eedy. | $400 | 96 | J. IV to F. II | 2 hrs, | Temporary room. | Cookery, needle-work. | Only 5 classes. |
| 40 Galt Collegiate Institute | F. A. Twiss. | $1,000 | 200 | IV, F.I, II, III | 1½ to 2 hrs. | 50 ft x 27 ft x 11 ft | Cookery, sewing, laundry. | School lunches served<br>Evening classes held |
| 41 Owen Sound Coll. Institute | F. P. Pritchard | $750 | 256 | IV to F. II | 1¼ to 2 hours. | 30 ft x 40 ft x 10 ft | Cookery, needle-work. | Evening classes held. |
| 42 North Bay Normal | Normal students. Public School pupils also take the work here. | | | | | | | |
| 43 Peterborough Nor. Sch. | Ethel | ..... | In addition to the Normal students Public School and Collegiate | | | | | |
| 44 Peterborough Pub. Schs | Steinhoff. | $900 | Institute pupils take the work at both schools. | | | | | |
| 45 Sault Ste. Marie | M. P. Shaw. | $700 | 158 | IV, F.I, II, III | 2¼ to 2½ hrs. | Kitchen. dining-room, sewing room. | Equipped with electric stoves. | |
| 46 Niagara Falls South High School | Winona Cruise. | $900 | 22 | I, II | 2 hrs. | Kitchen, | Equipped for 24. | |
| 47 Paris | M. Goldie. | $600 | 108 | III, J. IV. | 2 hrs. | Large kitchen. | " | Large evening classes |
| 48 Thorold High School | E. S. Fitzgerald. | | 25 | III, IV, F. I, II | 2 hours | Temporary quarters. | Equipped for 12. | |
| 49 Belleville | Public School pupils take the work in Albert College. | | | | | | | |
| 50 Renfrew | Closed. | | | | | | | |
| 51 Smith's Falls | Recently opened | | | | | | | |

For detailed particulars of Industrial Day and Evening Classes see Bulletin No. 2.

# APPENDIX R

## FINANCIAL STATEMENT OF THE FACULTIES OF EDUCATION

### I.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION

**Financial Statement for Year ending 30th June, 1912**

RECEIPTS

| | | |
|---|---|---|
| Provincial Grant | | $15,000 00 |
| Fees:— | | |
| Teachers in training | $4,079 00 | |
| Pupils in University Schools | 22,233 50 | |
| | | 26,312 50 |
| | | $41,312 50 |

EXPENDITURE

| | | |
|---|---|---|
| 1. Salaries:— | | |
| W. Pakenham. Professor (also Dean of Faculty), 12 mos. to 30th June | $3,600 00 | |
| H. T. J. Coleman, Associate Professor, 12 mos. to 30th June | 2,900 00 | |
| H. J. Crawford, Associate Professor and Head Master of University Schools, 12 mos. to 30th June | 3,000 00 | |
| Chief Instructors in University Schools and Lecturers in Methods in Faculty of Education:— | | |
| G. A. Cornish, Science, 12 mos. to 30th June | 2,100 00 | |
| J. T. Crawford, Mathematics, 12 mos. to 30th June | 2,000 00 | |
| W. C. Ferguson, French and German, 12 mos. to 30th June | 1,900 00 | |
| W. E. Macpherson, History, 12 mos. to 30th June | 1,900 00 | |
| O. J. Stevenson, English and History, 12 mos. to 30th June | 1,900 00 | |
| G. D. Robertson, Art and Commercial Work, 1st July to 31st January, at $1,700.00 (Resigned) | 991 66 | |
| F. E. Coombs, Elementary Subjects, 12 mos. to 30th June | 1,500 00 | |
| Assistant Instructors in University Schools:— | | |
| T. M. Porter, 12 mos. to 30th June | 1,800 00 | |
| H. A. Grainger, 12 mos. to 30th June | 1,800 00 | |
| J. A. Irwin, 12 mos. to 30th June | 1,700 00 | |
| J. O. Carlisle, 12 mos. to 30th June | 1,600 00 | |
| J. G. Workman, 12 mos. to 30th June | 1,600 00 | |
| W. J. Dunlop, 12 mos. to 30th June | 1,500 00 | |
| A. N. Scarrow, also Instructor in Faculty of Education, 12 mos. to 30th June | 1,400 00 | |
| G. N. Bramfitt, also Instructor in Faculty of Education, 12 mos. to 30th June | 1,300 00 | |
| J. W. Cohoon (Sessional) | 1,500 00 | |
| H. V. Pickering (Sessional) | 1,200 00 | |
| Miss I. Sutherland, Instructor in Household Science (Sessional) | 100 00 | |
| L. E. Embree, Supervisor of Observation and Practice-Teaching in High Schools (Sessional) | 100 00 | |
| W. E. Groves, Supervisor of Observation and Practice-Teaching in Public Schools (Sessional) | 100 00 | |
| Supply Teachers:— | | |
| C. W. Jefferys, 65 Lectures at $6.00, $390.00; E. E. Cavell, 12 weeks at $10.00, $120.00; D. C. Grassick, 12 weeks at $10.00, $120.00 | 630 00 | |
| Miss E. Watkins, Stenographer in Dean's Office, 12 mos. to 30th June | 600 00 | |
| | | $38,721 66 |

2. Education Building and Department:—

(*a*) Maintenance of Building:—

| | | |
|---|---|---|
| Fuel | $1,213 50 | |
| Light | 925 72 | |
| Water | 336 83 | |
| Engineer's supplies | 28 20 | |
| Caretaker's supplies | 229 05 | |
| Cleaning | 1,216 26 | |
| Repairs and Renewals | 733 72 | |
| Engineer and Caretaker: S. Hunter, 12 mos. to 30th June | 1,200 00 | |
| Firemen: R. Bullock, 7¾ mos. at $50.00 a mo., $388.00; D. Cairncross, 5 days, $12.00 | 400 00 | |
| Night Watchman, also Night Fireman: G. Hagan, 12 mos. to 30th June | 750 00 | |
| Messenger Service—boys at $4.00 to $4.50 a week: E. W. Moore, 3 weeks to 21st July, $13.86; H. Hargrave, 3 days, $2.00; A. Scott, 40½ weeks to 30th June, $175.16 | 191 02 | |
| | | $7,224 30 |

(*b*) Maintenance of Department:—

| | | |
|---|---|---|
| Payment to City Board of Education for use of Schools | $3,000 00 | |
| Clerical Assistance: Stenographer | 260 00 | |
| Office Expenses, printing, postage, class-room supplies and sundries | 2,821 41 | |
| | | 6,081 41 |
| | | $52,027 37 |

Certified, F. A. MOURE, *Bursar.*

NOTE.—In the above statement, no charge has been made upon the Faculty of Education for any portion of the general expenses of University administration, such as library, examinations, etc.

## II.—UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION

### Financial Statement for the Year 1912

RECEIPTS

| | | |
|---|---|---|
| Surplus from year 1911 | $413 88 | |
| Ontario Government | 6,000 00 | |
| Fees | 886 00 | |
| | | $7,299 88 |
| Overdraft | | $5,322 54 |
| | | $12,622 42 |

EXPENDITURE

| | | |
|---|---|---|
| Salaries:— | | |
| Dean Ellis | $3,000 00 | |
| Professor S. Laird | 2,500 00 | |
| A. S. Jordan | 100 00 | |
| Victoria Wiltshire | 50 00 | |
| Nora Ross | 50 00 | |
| | | $5,700 00 |

| | | |
|---|---|---|
| Board of Education, as per agreement | | 6,050 00 |
| Travelling Expenses, Professor S. Laird | | 16 00 |
| Presiding Examiners | | 147 68 |
| Printing and Stationery: | | |
| Jackson Press | $13 00 | |
| R. Uglow & Company | 3 40 | |
| School of Mining, Physics Dept., slides | 38 40 | |
| Stamps | 100 00 | |
| British Whig | 82 00 | |
| | | $236 80 |
| Advertising, Queen's University's Share | | 250 00 |
| Library | | 150 09 |
| Office Furniture and Equipment:— | | |
| R. J. Reid | $38 25 | |
| J. J. Baker | 2 00 | |
| T. F. Harrison Company | 17 75 | |
| R. J. Lindsay | 13 94 | |
| | | $71 94 |
| | | $12,622 42 |

Kingston, Ont.,
December 28th, 1912.

W. S. Ellis, *Dean.*
Geo. Y. Chown, *Registrar.*

# APPENDIX S

## REPORT OF THE LIBRARIAN OF THE DEPARTMENT

*To the* Hon. R. A. Pyne, M.D., LL.D.,

*Minister of Education for Ontario.*

Sir,—I have the honour to submit the following Report regarding the Library of the Department of Education for the year 1912.

The cataloguing and classification of the books is practically completed, and I feel satisfied the work has been carefully done.

An addition to the Library of two large rooms, formerly occupied by the members of the office staff now removed to the Parliament Buildings, relieves, considerably, the pressure upon our limited accommodation. These two rooms will enable me (1) to provide a well lighted Reference Room with five stacks, also a large table for the use of the students, which is something we have been lacking for a long time; the whole length of the north wall of this room has been fitted with shelving, and will accommodate some hundreds of books; (2) To remove from the damp room in the basement of the Normal School part, at least, of thousands of books which are in grave danger of being ruined. When they were placed there it was thought that possibly, by careful airing of the room, the books would be quite safe, but results have proved the contrary, as many are badly mildewed.

More space is still very much needed, and it would, most assuredly, be in the interest of the Library if I were granted either the room recently occupied by the Minister, or the large north room at one time used as the work-room of the Inspector of Public Libraries. This room could be converted into a stack room by the departmental carpenter at a trifling cost. The books in the Library are of very considerable value, and I would respectfully press upon the attention of the Minister the importance of acceding to my request for another room so that the books of the Library, as an asset of the Province, may be protected in every possible way.

Respectfully submitted.

Henry R. Alley, *Librarian.*

Department of Education Library.

Toronto, 6th January, 1913.

## TABLE A

### Number of Books Loaned, 1903-12.

| Books given out in the month of— | 1903 | 1904 | 1905 | 1906 | 1907 | 1908 | 1909 | 1910 | 1911 | 1912 |
|---|---|---|---|---|---|---|---|---|---|---|
| January | 587 | 673 | 646 | 714 | 787 | 850 | 400 | 1,122 | 1,013 | 1,046 |
| February | 1,036 | 970 | 848 | 877 | 831 | 883 | 1,180 | 893 | 975 | 1,138 |
| March | 1,538 | 978 | 777 | 1,042 | 704 | 1,062 | 1,263 | 594 | 1,228 | 1,098 |
| April | 899 | 854 | 497 | 578 | 691 | 661 | 464 | 630 | 438 | 719 |
| May | 901 | 738 | 723 | 853 | 739 | 756 | 807 | 622 | 673 | 915 |
| June | 591 | 482 | 317 | 319 | 456 | 388 | 315 | 395 | 381 | 398 |
| July | 168 | 220 | 296 | 344 | 176 | 227 | 250 | 450 | 298 | 202 |
| August | 152 | 259 | 260 | 203 | 124 | 120 | 96 | 119 | 76 | 130 |
| September | 476 | 378 | 446 | 401 | 388 | 312 | 112 | 297 | 188 | 408 |
| October | 761 | 776 | 661 | 616 | 805 | 1,011 | 356 | 682 | 289 | 330 |
| November | 687 | 900 | 962 | 776 | 1,045 | 1,236 | 1,271 | 1,235 | 1,165 | 1,031 |
| December | 600 | 480 | 475 | 485 | 352 | 707 | 247 | 495 | 379 | 533 |
| Totals | 8,396 | 7,708 | 6,908 | 7,208 | 7,098 | 8,213 | 6,761 | 7,534 | 7,103 | 7,948 |

## TABLE B

### The Number of Books Purchased in 1912 was as follows:

(A List, in detail, for 1912, will be found at the end of this report.)

| | | | |
|---|---|---|---|
| General Works | 18 | Useful Arts | 144 |
| Philosophy | 36 | Fine Arts | 181 |
| Religion | 17 | Literature | 135 |
| Sociology | 285 | History | 336 |
| Philology | 45 | | |
| Natural Science | 76 | Totals | 1,273 |

## TABLE C

### Table Showing Number of Books Donated to the Library During the Years 1905-1912

| —— | 1905 | 1906 | 1907 | 1908 | 1909 | 1910 | 1911 | 1912 |
|---|---|---|---|---|---|---|---|---|
| Text-Books | 95 | 326 | 25 | 13 | 15 | 21 | 27 | 15 |
| Miscellaneous | 37 | 177 | 42 | 32 | 47 | 87 | 110 | 82 |
| Totals | 132 | 503 | 67 | 45 | 62 | 108 | 137 | 97 |

## TABLE D

### Newspapers and Magazines Received During the Years 1907-12

| —— | 1907 | 1908 | 1909 | 1910 | 1911 | 1912 |
|---|---|---|---|---|---|---|
| Number of daily and weekly newspapers received | 87 | 89 | 92 | 94 | 96 | 96 |
| Number of magazines and other periodicals received | 101 | 107 | 109 | 110 | 132 | 131 |
| Totals | 188 | 196 | 201 | 204 | 228 | 227 |

TABLE E

Books, Magazines, etc., Bound During the Years 1900-1912

| 1900 | 1901 | 1902 | 1903 | 1904 | 1905 | 1906 | 1907 | 1908 | 1909 | 1910 | 1911 | 1912 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 37 | 83 | 71 | 4 | 81 | 45 | 217 | 58 | 148 | 149 | 171 | 158 | 207 |

## LIST OF BOOKS PURCHASED DURING 1912, WITH NAMES OF AUTHORS, FOLLOWED BY A LIST OF REPORTS AND OTHER DOCUMENTS RELATING TO EDUCATION, ETC., AND RECEIVED DURING THE SAME PERIOD

### General Works

A Guide to Books on Ireland, by Stephen J. Brown.
Reading References for English History, by H. L. Cannon.
A Library Primer, 5th ed. rev., by John Cotton Dana.
Decimal Classification, 7th ed., by Melville Dewey.
Library Work, by A. L. Guthrie.
The Public Library, by E. A. Hardy.
Illuminated Manuscripts, by J. A. Herbert.
Bibliography of Eighteenth Century Art and Illustrated Books, by J. Lewine.
A. L. A. Catalogue 1904-1911, Class list.
Book Review Digest, Fifth, Sixth and Seventh Cumulation.
The British Magazine, 1760.
The Canadian Magazine, 1871.
Library Work. Cumulated 1905-1911.
London Magazine (The), 1758.
Poole's Index to Periodical Literature, 1st and 2nd Supplement, 1882-1892.

### Philosophy

Success for Boys, by A. M. Apel.
Dictionary of Philosophy and Psychology, Volumes 1 and 2, James Mark Baldwin, ed.
The Girl's Book about Herself, by A. B. Barnard.
Matter and Memory, by H. Bergson.
Philosophy, by Nicholas Murray Butler.
The Normal Child and Primary Education, by A. L. and B. C. Gesell.
The Five Great Philosophies of Life, by William DeWitt Hyde.
Some Problems of Philosophy, by William James.
Memories and Studies, by William James.
The Individual in the Making, by E. A. Kirkpatrick.
Elements of Physiological psychology, by G. T. Ladd and R. S. Woodworth.
The Economy of Happiness, by James Mackaye.
The Beauty of Self-Control, by J. R. Millar.
The Psychology of Thinking, by I. E. Miller.
A History of Witchcraft in England from 1558 to 1718, by Wallace Notestein.
An Outline of Individual Study, by G. E. Partridge.
The Essentials of Psychology, by W. B. Pillsbury.
Happy School Days, by M. E. Sangster.

### Philosophy—Con.

English Philosophers and Schools of Philosophy, by James Seth.
The Feeble-minded: a Guide to Study and Practice, by E. B. Sherlock.
The Application of Logic, by Alfred Sidgwick.
The Use of Words in Reasoning, by Alfred Sidgwick.
Psychopathological Researches, by Boris Sidis.
Multiple Personality, by Boris Sidis and S. P. Goodhart.
The Girl in her Teens, by Margaret Slattery.
Just over the Hill, by Margaret Slattery.
The Adolescent, by J. W. Slaughter.
The Groundwork of Psychology, by G. F. Stout.
A Text-book of Psychology, by Edward B. Titchener.
A Text-book of Psychology, Part II, by Edward B. Titchener.
Boy Wanted, by Nixon Waterman.
The Girl Wanted, by Nixon Waterman.
A Manual of Logic, Volumes 1 and 2, by J. Welton.
Introduction to Psychology, by R. M. Yerkes.

### Religion

Primer on Teaching, by John Adams.
The Soul of the Indian, by C. A. Eastman.
The Story of the Bible from Genesis to Revelation, by Charles Foster.
The Adventure of Life, by Wilfred T. Grenfell.
Jubilee of the Diocese of Toronto, 1839 to 1889, by H. Scadding and J. G. Hodgins.
Problems of Life, by C. A. Houghton.
Hurlbut's Story of the Bible told for Young and Old, by Jesse Lyman Hurlbut.
Myths and Legends of Alaska, by K. B. Judson.
The Aulneau Collection, A. E. Jones, ed.
Mission du Saguenay, by P. A. E. Jones.
The Song of Our Syrian Guest, by William A. Knight.
Myths and Legends of Flowers, Trees, Fruits, and Plants, by Charles M. Skinner.
The Chaldean Account of Genesis, by George Smith.
The Journal of the Bishop of Montreal, 1845.
Memorable Passages from the Bible.
Selections from the Old Testament.

### Sociology

Efficient Democracy, by W. H. Allen.
Woman's Part in Government, by W. H. Allen.
Annexation, Preferential Trade and Reciprocity, by C. D. Allin and G. M. Jones.
British Dominions, by W. J. Ashley.
An Introduction to English Economic History and Theory, Volumes 1 and 2, by W. J. Ashley.
Letters on Amphibious Wars, by G. G. Aston.
The Betrayal, by L. C. Beresford.

**Sociology—Con.**

Britain Across the Seas, America, by A. G. Bradley.
Selections on Child Labor, by Edna D. Bullock.
Woman and the Trades, by E. B. Butler.
English Costume: Book 1, Early English, by Dion Clayton Calthrop.
English Costume: Book 2, Middle Ages, by Dion Clayton Calthrop.
English Costume: Book 3, Tudor and Stuart, by Dion Clayton Calthrop.
English Costume: Book 4, Georgian, by Dion Clayton Calthrop.
Commercial Law, by J. A. Chamberlain.
The Royal North West Mounted Police, by E. J. Chambers.
The Declaration of London, by Arthur Cohen.
The Golden Land, by Arthur E. Copping.
Social Forces, by Edward T. Devine.
The Spirit of Social Work, by Edward T. Devine.
History of Money in the British Empire, by Agnes F. Dodd.
History of Money in the British Empire and the United States, by Agnes F. Dodd.
The Theory of Human Progression, by Patrick E. Dove.
Hero-myths and Legends of the British Race, by M. I. Ebbutt.
Federations and Unions Within the British Empire, by H. E. Egerton.
Sociology and Modern Social Problems, by C. A. Ellwood.
A Short Constitutional History of England, by H. St. C. Feilden.
The Imperial Conference of 1911 from within, by John G. Findlay.
The English Constitution, by Edward Fischel.
American Political Ideas, by John Fiske.
Introduction to Political Science, by J. W. Garner.
Children and the Law, by W. H. S. Garnett.
Elements of English Law, by W. M. Geldart.
Protection or Free-trade, by Henry George.
The Man-made Work, by C. P. Gillman.
The History of the English Constitution, by Rudolph Gneist.
Myths and Legends of the Middle Ages, by H. A. Guerber.
Myths of the Norseman, by H. A. Guerber.
Universities and National Life, by Viscount Haldane.
The Story of the Empire, by G. T. Hankin.
The New Social Democracy: a Story for the Times, by J. H. Harley.
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# APPENDIX T

## REPORT OF THE SUPERINTENDENT OF THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB

### Minister of the Government in Charge

HON. R. A. PYNE, M.D., LL.D., M.P.P.

### Officers of the Institution

| | |
|---|---|
| C. B. Coughlin, M.D. | Superintendent. |
| J. W. Pearce | Bursar. |
| W. W. Boyce, M.D. | Physician. |
| Miss E. A. Willoughby | Matron. |

### Teachers

| Manual | Oral |
|---|---|
| D. R. Coleman, M.A. (Head Master). | W. J. Campbell. |
| J. C. Balis, B.A. | G. F. Stewart. |
| Mrs. J. C. Balis. | H. L. Ingram. |
| Miss Templeton. | Miss M. Evoy. |
| Miss Linn. | T. A. Pratt. |
| Miss James. | Miss I. B. Palen. |
| Miss Bull. | Miss L. Deannard. |
| Miss Brown. | Miss P. Campbell. |
| | Miss F. Cross. |
| | Miss K. Ford. |

| | |
|---|---|
| Domestic Science | Miss M. A. Kitts. |
| Fancy Work | Miss M. Bull. |
| Manual Training | H. L. Ingram. |

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| Miss I. McBride | Clerk. |
| Miss P. E. Roberts | Trained Nurse and Instructress in Nursing. |
| Miss M. A. Kitts | Assistant Matron and Supervisor of Girls. |
| Miss K. B. Scott | Teacher of Sewing. |
| Wm. Nurse | Storekeeper and Assistant Supervisor of Boys. |
| W. S. Minns | Supervisor of Boys. |
| Chas. R. Ford | Printer and Instructor in Printing. |
| A. Morrice | Shoemaker and Instructor in Shoemaking. |
| J. Boyd | Baker and Instructor in Baking. |
| J. Dowrie | Carpenter and Instructor in Carpentering. |
| R. J. R. Shorthill, B.S.A. | Teacher of Agriculture and Farmer. |
| C. J. Peppin | Engineer. |

INSTITUTION FOR THE DEAF,
BELLEVILLE, ONT., October 31st, 1912.

HON. R. A. PYNE, M.D., LL.D., M.P.P.,
*Minister of Education for Ontario.*

SIR,—I have the honour to submit the Annual Report of the Ontario Institution for the Deaf for the year ending October 31, 1912.

### The Attendance

The number of pupils in attendance during the session 1911-12 was considerably less than that of the previous session, owing to causes that were given in my last report. It was also pointed out at that time that it was not to be expected that this decrease would be permanent. The correctness of this prediction is proven by the increased attendance at the beginning of the current session, and there is a likelihood of a still larger number of pupils being enrolled during the remainder of the session.

### Health and Progress

Steady and substantial progress is being made in the educational work along the lines indicated in my previous report. We are making a special effort, so far as conditions will permit, to do more advanced work in reading and literature than has ever been heretofore attempted; and, while the results so far accomplished fall very far short of the ultimate standard we have in view, yet the progress made has been most encouraging, and will stimulate us to continued and increased efforts in the same direction.

The health of the pupils and of the staff has been exceptionally good during the year, and, as a consequence, there have been very few interruptions in the regular work. A large proportion of the pupils were not absent from class for even one day during the session. This result has been obtained for the pupils by constant vigilance, on the part of the officers, as to suitable clothing, recreation in the open air, and promptness in detecting and giving attention to slight ailments, which, if neglected, might have resulted in more serious illness. In addition to this watchfulness, the food supplied is of the most suitable kind and of the best quality, and our own herd of cows furnishes an abundant supply of the best grade of milk, obtained under strictly sanitary conditions. I insert below a sample copy of a week's menu, which fairly represents the kind and variety of the food supplied throughout the session.

### Menu for the Pupils' Dining-Room for Week October 13-19, 1912

**Sunday—**

Breakfast—Beef hash, bread, butter, milk, coffee.
Dinner—Roast beef, gravy, boiled potatoes, grapes, bread, butter.
Tea—Strawberry preserves, cake, bread, butter, milk, tea.

**Monday—**

Breakfast—Oatmeal porridge, milk, sugar, syrup, bread, butter, tea.
Dinner—Beef stew, corn-starch pudding, potatoes, bread, butter, fruit.
Tea—Bread, butter, crab-apples, milk, tea.

**Tuesday—**

Breakfast—Hash, bread, butter, milk, coffee.
Dinner—Beef steak, gravy, boiled potatoes, rice pudding, bread, butter.
Tea—Syrup, cake, bread, butter, milk, tea.

**Wednesday—**

Breakfast—Oatmeal porridge, syrup, sugar, bread, butter, milk, tea.
Dinner—Corned beef, cabbage, potatoes, bread, butter, fruit.
Tea—Potatoes, bread, butter, milk, tea.

**Thursday—**

Breakfast—Hash, bread, butter, milk, coffee.
Dinner—Hamburg steak, potatoes, gravy, turnips, bread, butter.
Tea—Apple sauce, bread, butter, milk, tea.

**Friday—**

Breakfast—Oatmeal porridge, sugar, syrup, bread, butter, milk, tea.
Dinner—Canned salmon, boiled potatoes, beets, chocolate blanc-mange, bread, butter.
Tea—Bread, butter, cake, honey, milk, tea.

**Saturday—**

Breakfast—Oatmeal porridge, sugar, syrup, bread, butter, milk, tea.
Dinner—Soup, beef steak and onions, boiled potatoes, gravy, butter, bread.
Tea—Cheese, crackers, bread, butter, cocoa, milk.

NOTE.—Pupils under twelve are not given tea or coffee. All of the pupils are allowed to have as much milk as they desire at every meal.

Considerable progress has been made in the construction of our new girls' dormitory, which we trust will be ready for occupancy next fall when school opens. Before the plans for this building were drawn, Mr. Heakes and myself inspected a number of the most modern and up-to-date dormitory buildings in Canada and the United States, and in preparing the plans we sought to incorporate into them the best features of each. We feel confident that our building will be, so far as comfort and healthfulness and all the purposes for which it is intended, are concerned, second to none on the continent, and this is as it should be in the rich Province of Ontario. When the girls are removed to the new building we will, for the first time, feel a sense of security so far as they are concerned. It will be a great consolation to parents and to those in charge of the pupils here, to know that all danger resulting from fire is practically eliminated. Our present building is very much safer now than formerly, on account of the new fire-escapes; yet, in a four-storey building, with a large number of children sleeping on the top flat, a fire during the night might result in a catastrophe, despite every precaution that could possibly be taken.

We hope the erection of the boys' dormitory will be got properly under way in the Spring, both for the sake of the comfort, safety and health of the boys, and also in order to enable us to at once re-arrange our present main building so as to provide for needed school-room accommodation in keeping with modern requirements. These are now lacking to such an extent that we have been obliged to

obtain one room by cutting off a corner of the shoe-shop, in which work is being carried on all day long. Several of the present class-rooms are insufficiently lighted, while in two of them the sun has never shone since the building was erected. It is also impossible to properly ventilate any of the rooms. The government very properly requires a high standard of accommodation and equipment for public schools throughout the Province, yet it is stating the truth mildly to say that some of the class-rooms now in use at this Institution are inferior to those in any public school in any city in Ontario.

In my report for 1908 I urged the very great need in this Province of a compulsory education law clearly applicable to deaf children. I am advised that the Public School Compulsory Attendance law does not apply to such children, and, even if it does, it makes no definite provision for its enforcement as regards the deaf and the blind. That such a law is needed is evinced by the fact that, to my knowledge, there are several deaf children of school age in this Province who are not receiving any education, and it is more than likely that there are others that I have never heard of, and some of these will probably never be educated unless compulsion is used. I would respectfully ask that this matter be given your careful consideration.

**Meeting of the American Association to Promote the Teaching of Speech to the Deaf**

During the summer I had the pleasure of attending the ninth meeting of the American Association to Promote the Teaching of Speech to the Deaf. This meeting was held at the State School for the Deaf, Providence, Rhode Island, and was in continuous session from June 25th to July 2nd, both days inclusive. The convention was attended by superintendents, principals, teachers and philanthropic friends of the deaf from various parts of the United States and Canada. Notable among the great attendance were two who at one time claimed Canada as their home, Dr. Alexander Graham Bell, founder and first president of the Association, and Dr. Crouter, Superintendent of the Mt. Airy School for the Deaf, Philadelphia, and the present president of the Association. Dr. Crouter was a Belleville boy who left home in the sixties to seek his fortune in the United States. In this chosen profession he has reached the very top, as perhaps, considering size, organization, and equipment, the Mt. Airy School, of which he is Superintendent, stands without an equal.

The convention was opened by Mr. John F. McAlevy, President of the Board of Trustees of the Rhode Island School, in an address extending to the members a cordial welcome to Providence. This was followed by an address by Hon. Zenas W. Bliss, Lieutenant-Governor of Rhode Island, extending greetings on behalf of the State. Addresses were also given by Mr. E. G. Hurd, Superintendent of the School, and other prominent Rhode Islanders, all expressing towards the work of the convention the most kindly feelings. During the meeting Mr. McAlevy and his Board of Trustees were not only indefatigable in providing every necessity of the convention, but were also most generous in providing entertainment, The papers read and the discussions which took place were both interesting and practical. Were it possible the whole proceedings would be well worthy of a place in this report but, as space will not permit, I will only insert the addresses by Dr. Crouter and Miss Helen Keller and the paper on reading by Mr. S. G. Davidson of the Mt. Airy School, also an extract from the address on limitations, by Mr. E. W. Walker, Superintendent, State School for the Deaf, Delavan, Wisconsin.

### Dr. A. L. E. Crouter, President of the Association

*Ladies and Gentlemen,*—The American Association to Promote the Teaching of Speech to the Deaf having attained to years of manhood—it will be twenty-two years old in September next—it has occurred to me that the story of its organization and growth, and its influence in shaping methods of teaching speech to deaf children in our American schools, may not prove uninteresting at this time. The number of those who bore an active part in promoting its incorporation and early activities is rapidly diminishing. Mr. and Mrs. Gardiner Greene Hubbard, A. Mellville Bell, Philip Good Gillett, L. S. Fechheimer, Joseph C. Gordon, Hon. L. J. Dudley, John Hitz, Ellen L. Barton, Anna C. Allen, and others are no more. "They rest from their labours, and their works do follow them." Their memories should ever be cherished by the members of this Association and their names writ high in the records of its history.

Of those yet living who bore an active and highly interested part in the early work of the Association, its organization and development along systematic and well-defined lines of activity, I may be permitted to mention the names of Dr. and Mrs. Alexander Graham Bell, Dr. and Mrs. Z. F. Westervelt, Mr. and Mrs. Edmund Lyon, Mr. F. B. Sanborn, Miss Harriet B. Rogers, Miss Sarah Fuller, Miss Caroline A. Yale, Miss Mary McCowen, Miss Mary H. True, Mr. David Greenberger, Mr. E. Stanley Thompson, Mr. F. W. Booth, Mr. John D. Wright, and others. May they long be spared to further the good work nor cease from well-doing till every deaf child in America, irrespective of condition or school of instruction, may have full and free opportunity to learn to speak.

The initial steps in the formal organization of the Association were taken during the progress of the Twelfth Convention of American Instructors of the Deaf, held at the New York Institution for the Instruction of the Deaf and Dumb at Washington Heights, New York City, in August, 1890, when the friends of the movement met together to effect a temporary organization. After much consideration, and amid many fears and tremblings and plots and counter plots and prophecies of evils present and to come, temporary organization was effected, officers elected and action taken looking toward legal incorporation at the earliest practicable date. The date of this preliminary meeting and temporary organization was August 27th, 1890, nearly twenty-two years ago. On September 16th of the same year the Society acquired legal existence by incorporating under the laws of the State of New York as the American Association to Promote the Teaching of Speech to the Deaf, and coincident with its incorporation it received the munificent sum of $25,000 from its first President and constant benefactor, Dr. Alexander Graham Bell.

In the Articles of Incorporation the following well-known friends of the movement were named as directors for the first year: Alexander Graham Bell, President; Gardiner G. Hubbard, First Vice-President; Caroline A. Yale, Second Vice-President; Z. F. Westervelt, Secretary and Treasurer; Ellen L. Barton, A. L. Edgerton Crouter, Philip G. Gillett, David Greenberger, Mary H. True.

As stated in its Articles of Incorporation, the objects of the Association are:

"To aid Schools for the Deaf in their efforts to teach Speech and Speech-Reading—

"By providing schools for the training of articulation teachers;

"By the employment of an agent or agents who shall, by the collection and publication of statistics and papers relating to the subject and by conference with teachers and others, disseminate information concerning methods of teaching speech and speech-reading; and

"By using all such other means as may be deemed expedient, to the end that no deaf child in America shall be allowed to grow up 'deaf and dumb,' or 'mute,' without earnest and persistent efforts having been made to teach him to speak and read the lips."

In pursuing these highly laudable objects, the Association for several years past has endorsed the Summer School for the training of articulation teachers and generously contributed toward the maintenance of the normal class of instruction in the Clarke School at Northampton, Massachusetts, from which have been graduated, after a careful and rigorous course of training, over one hundred and sixty highly-trained teachers of speech, nearly all of whom are now engaged in teaching deaf children to speak and to read the lips in our own and in foreign countries.

It holds triennial conventions or meetings of this character, at which, with a view to broaden and stimulate methods of teaching, are gathered together expert teachers from the various schools of our own country and Canada, from England, France, and Germany, and other foreign lands. This is the ninth meeting of the kind that has been held under its auspices. The first and second were held at Lake George, New York; the third was held in Chicago during the Columbian Exposition; the fourth was held at Chautauqua, New York; the fifth at Mt. Airy, Philadelphia; the sixth at Northampton, Massachusetts; the seventh at Pittsburgh, Pa.; the eighth in Chicago, and now this, the ninth and best of all, in your own good city of Providence. In addi-

tion to these triennial meetings, annual meetings are held each year in connection with the meetings of the National Educational Association, which this year meets in Chicago, Illinois.

The Association publishes a monthly illustrated magazine, *The Volta Review*, whose editorial offices are in the Volta Bureau, Washington, D.C., from which are issued from time to time valuable monographs and books relating to speech teaching and allied subjects. Among the books that have been issued, I may mention one particularly, that of "Dumb No Longer," by Fred De Land. Copies of that book are on sale at this meeting, and all members of the Association and all interested in teaching speech to the deaf should avail themselves of the opportunity to purchase a copy. The magazine is published under the direction of a special Publication Committee, of which Dr. Bell is chairman, and, as is stated in the Editorial Foreword of the April, 1910, number, endeavours in each issue to give original articles in Visible Speech Symbols, Speech-Teaching, Lip-Reading, and Aural Training, together with valuable and instructive reading matter on a variety of subjects—history, geography, travel, natural science, etc.—copious illustrations accompanying each number. We feel the magazine is making a distinct record in its special field of effort, and as it is the official organ of the Association, would urge all members to give it earnest and loyal support.

The Volta Bureau, founded and maintained for the collection and dissemination of valuable information relating to the deaf and their instruction, is now under the general management and control of the Board of Directors of the Association. The union was carried into effect shortly after the death of Mr. John Hitz, its lamented first Superintendent, with the view to consolidate under one management the interests of both bodies and to harmonize and unify, as far as possible, their common spheres of work. Thus far the consolidation has proven very helpful in extending the efficiency and usefulness of both organizations. The offices of the Bureau serve also as the offices of the Association. Its Superintendent, Dr. Harris Taylor, in place of Mr. Frank W. Booth, who resigned a year ago to accept the superintendency of the growing Nebraska School for the Deaf at Omaha, where we may be sure he is doing valiant work for the cause, acts as General Secretary of the Association and supervises its invaluable collection of works relating to the general welfare and education of the deaf. The Bureau maintains the largest and most valuable library of books, magazines, pamphlets, and original manuscript papers relating to the general subject of the education of the deaf, their condition and welfare, and allied topics, to be found anywhere in the world.

With this union of interests came the necessity of enlarging the Board of Directors, which now consists of fifteen members, instead of nine, as formerly, who are elected to serve three years. There is also an Advisory Committee of eminent educators consisting at the present time of eleven members, whose helpful advice and assistance is sought from time to time by the Board of Directors as occasion may require.

The officers of the Board, the Directors, and members of the Advisory Committee are at the present time constituted as follows:

*President:* A. L. E. Crouter.
*First Vice-President:* Edmund Lyon.
*Second Vice-President:* Caroline A. Yale.
*Secretary:* Z. F. Westervelt.
*Treasurer:* Frederick Eichelberger.
*Auditor:* Gilbert H. Grosvenor.
*General Secretary and Superintendent of the Volta Bureau:* Harris Taylor.
*Directors:* Harris Taylor, A. L. E. Crouter, G. H. Grosvenor, W. B. Mason, Mary McCowen, David G. Fairchild, Richard O. Johnson, Edmund Lyon, Job Williams, Caroline A. Yale, Sarah Fuller, E. McK. Goodwin, E. A. Gruver, E. G. Hurd, Z. F. Westervelt.
*Advisory Committee:* B. St. John Ackers, Mrs. A. G. Bell, Richard Elliott, Mary S. Garrett, Susan E. Hull, Martin H. Holt, Mrs. A. T. Mills, Harriet D. Rogers, Robert C. Spencer, Mary H. True, A. Wesselius.
*The Volta Review*, published under the direction of a Committe on Publication, with Dr. Bell as Chairman, has the assistance of the following well-known experts as Corresponding Editors: Mabel E. Adams, Tunis V. Archer, Giulio Ferreri, Almira I. Hobart, Enfield Joiner, James Kerr Love, F. K. Noyes, P. Roorda, A. J. Story.

It is significant of the abiding faith and interest the officers of the Association have had in its purposes and work that from the date of its organization and incorporation under the laws of the State of New York, in 1890, to the present time, twenty-two years, but three men, under the constitution, members of the Board of Directors, have filled the presidential chair—Dr. Alexander Graham Bell, Dr. Philip G. Gillet, and the present incumbent; but one Secretary has held office, Dr. Z. F. Westervelt, of Rochester, New York, than whom no man has done more to promote

the best welfare of the Society, and but three Treasurers—Dr. Westervelt, Mr. F. W. Booth, and Mr. Frederick Eichelberger. The mere mention of these well-known men, representing as they do every shade of thought and every line of effort engaged in the work of uplifting the deaf, is sufficient guarantee that the best interests of the Association and of the deaf as a class are carefully conserved at every point and that the highest success must attend its efforts in prosecuting the humane purposes which it was organized to promote.

As already stated, the American Association was organized to promote the teaching of speech to the deaf and collect and disseminate useful information concerning their condition. Its organization was the direct outcome of a resolution unanimously passed by the California Convention of the American Instructors in 1886, which read as follows: "*Resolved*, That earnest and persistent endeavours should be made in every school for the deaf to teach every pupil to speak and read from the lips." The American Association was not organized to promote any particular method of teaching the deaf. It recognizes all methods. It sympathizes with all efforts made to educate and elevate deaf children. Its members come from all classes of schools—oral schools, sign schools, combined system schools, manual alphabet schools, day schools, boarding schools, public schools, private schools, denominational schools—in fact, every possible shade of belief is found in its membership. It does, however, insist on one thing in all schools, and that one thing is that "earnest and persistent efforts" shall be made to teach every pupil to speak and read from the lips. It rests its claim for public recognition and public support on this one cardinal principle. Nowhere in its constitution or by-laws is there a word to be found condemning sign-making or finger-spelling or writing. As a Society we believe in speech and lip-reading for deaf children, and we insist that every deaf child, in whatever school it may be instructed, shall have full and fair and just opportunity to learn to speak and to read the lips. Some of its members object to sign-making and finger-spelling in association with instruction in speech and lip-reading. They believe such methods of procedure a disadvantage, but in maintaining the faith that is in them they do not go about questioning motives and aspersing character because some of their friends, honestly differing from them, think they find advantage in so doing. We regard all such conduct as unworthy, and do not hesitate to stigmatize it as in the highest degree unprofessional.

Now, to what extent were "earnest and persistent endeavours" being made to teach speech and lip-reading in our American Schools for the Deaf at the time of the passage of the famous California resolution? A brief study of the school statistics on this point discloses some interesting facts. In 1890 there were seventy-seven (77) schools for the instruction of the deaf in the United States, with an attendance of eight thousand nine hundred and one (8,901) pupils, of whom three thousand six hundred and eighty-two (3,682) were taught speech and lip-reading, and five thousand two hundred and nineteen (5,219) were not—that is, of the total number of pupils under instruction in our schools in 1890 but 41.3 per cent. were taught to speak and read from the lips, while 58.7 per cent., considerably more than one-half, received no instruction of any sort in these important branches. Up to the year 1890 the "earnest and persistent efforts" to teach speech and lip-reading to our deaf pupils, as called for by the California resolutions, had only been vouchsafed 41.3 per cent., much less than one-half the total attendance. It was this supine condition of affairs that directly led to the organization of the American Association. The friends of speech and lip-reading insisted that greater effort should be made, that the percentage of speech-teaching was far too small, and that with more earnestness and greater persistency more satisfactory results would be certain to follow, and so our Society was organized and the good work began.

And what has been the result? Let us consult the statistics of the past year in making reply. The story is a surprising one. Our best authorities, the *American Annals* and *The Volta Review*, tell us that out of a total attendance of over 12,700 pupils in our schools at this time 75.4 per cent., an increase of nearly 50 per cent., are taught speech and lip-reading, and but 24.6 per cent. receive no instruction of that character. Thus, in a period of twenty-one years, during which this Association has been attaining its well-won majority, it has witnessed this very remarkable growth in speech-teaching in this country. If this great change may be ascribed to its influence—and we believe without any spirit of pride or vainglory it may in very large part be so ascribed—what may we not expect from its influence and power when it reaches its full maturity! Twenty-one years ago less than half our pupils were taught to speak; to-day less than a fourth are not taught to speak. Twenty-one years ago, outside of the few oral schools that then existed, speech-teaching was regarded in most sign-language schools as little more than an expensive fad—a craze that would soon die out and leave the old-style methods undisturbed. But the fad still continues; the craze is not dead, and to-day sees more and better work being done in all our schools, irrespective of general methods of teaching, than ever before. Old-style inter-

mittent speech-teaching is almost unknown to-day, and oral classes in otherwise combined system schools form a regular, in some the major, part of the recognized work of the school curriculum.

In 1890 there were employed in our schools six hundred and forty-one (641) teachers, of whom two hundred and thirteen (213) were teachers of speech, 33.2 per cent. To-day there are, exclusive of trade teachers, one thousand three hundred and seventeen (1,317) teachers engaged in our schools, of whom nine hundred and sixty-two (962), *73 per cent.*, are teachers of speech. Here again we find almost a total revolution as to the purposes and methods of our schools. Nor is the influence of the Association to be measured alone by the comparative number of pupils taught to speak and to read from the lips or the number of teachers employed to impart that form of instruction. It is rather to be found in the lessened use and adoration of signs as a medium of communication and instruction, in the increased use of books and spoken and written language, and in the higher standards and ideals of work everywhere observed. Speech, the prevalence of speech, the practice of speech, the observance of speech methods of instruction, wherever introduced, has proven humanizing, elevating, and standardizing of our best efforts as teachers and co-workers in the great cause we have been striving to promote.

I firmly believe the advent of speech-teaching and the establishment of speech schools (boarding and day) has done more to elevate the standards of deaf-mute instruction in this country during the past twenty-five or thirty years than all other causes combined, directly because of the superiority of the methods (all English) involved, and indirectly because of the tremendous push the movement has given to all forms of work in schools not wholly given over to speech methods. Such schools have been put on their mettle, and have been compelled by the competition waged and the force of public opinion aroused to put their best foot forward and buckle down to real hard work. Compare their courses of study of to-day with those of twenty-five years ago, and the tremendous advance made will be at once forced upon you. These schools, therefore, indirectly, if not directly, owe a deep debt of gratitude to the spirit and work of this Association, and I am glad to be able to say at this time and in this place that many of them are rapidly making good their obligations, and that, too, in no mean or miserly way. Many of our most active friends and supporters of to-day come from that group of schools.

Then, again, the reflex effect on the work itself which the strenuous presentation of the benefits to be derived from the teaching of speech and lip reading must not be overlooked or lightly considered. That there has been great progress in the methods of teaching speech to the deaf in the last twenty-five or thirty years is not to be denied. There has been great gain. The work of the present day is conducted along scientific lines almost unknown and rarely practised thirty years ago. While in a way speech teachers have learned to teach by teaching, they owe an immense debt of gratitude to Prof. A. Melville Bell and to Dr. Alexander Graham Bell for their great labours in the field of phonics and alphabetics, a service that is coming more and more to be recognized by eminent teachers of those subjects the world over. Then, too, the work is greatly indebted to that teaching genius, Miss Alice F. Worcester, for her invaluable articulation charts now so widely used, and to Miss Caroline A. Yale, teacher and trainer of teachers, for her concise scientific treatises on the formation and development of English sounds.

As an illustration of the progress made during the period in question compare, if you please, the programme of our First Summer Meeting at Lake George in 1890, the first positive awakening, with the programme of our present meeting, which I hope you have in your hands. The difference is most suggestive. Then it was largely theory, excellent theory, to be sure, along careful, well-known lines, much of it at the hands of the distinguished founder of the Association, whose presence here to-day is a source of encouragement and pleasure. But, nevertheless, however brilliant and instructive, it was still in large part theory which required the heat of the years of actual class work since received in our schools to weld it into the concrete, compact forms of sure procedure it now is. The expert teachers and lecturers of to-day tell us not alone of the theory of articulation teaching, but with infinite patience demonstrate how the work must be done in order to attain success. You will, therefore, I am sure, note with satisfaction the prominent place given in our programme to actual practice or demonstration work every working day of the meeting. It is such work as this, reinforced and strengthened by the sound doctrines that precede and follow, that teachers carry home with them and put into practical effect in their class-rooms. Who shall venture to predict what thirty years more may do for the advancement of speech-teaching in our American schools for the deaf.

You will permit me also to mention the gratifying advance made in teaching lip-reading, the handmaid, if not the mistress, of speech-teaching. No one who will take the trouble to visit our schools will fail to notice this marked advance. There is less uncertainty, less guesswork about it, and this, under speech methods of teaching deaf

children, is becoming more and more necessary. It is, indeed, a very real need that must be met. It matters not under what system or method it may be taught; whether Nitchie or Müller-Walle or Bruhn; whether in infantile, youthful, or advanced years; good, reliable lip-reading is a veritable necessity if good results in speech work are to be attained. As stated in my address before the Nineteenth Convention of American Instructors of the Deaf, at Delavan, Wisconsin, last summer, lip-reading is the cornerstone of oral work; satisfactory progress without it is inconceivable.

With a view to centre attention upon the importance of this subject, the committee has very wisely invited Miss Martha E. Bruhn, of the Bruhn School of Lip-reading, in Boston, to read a paper on the central features of her methods, which, originally intended for use among adults, are found well adapted to the training of the more advanced pupils of our schools. It has been in use for three years past in the Mount Airy School and for a shorter period in the Lexington Avenue School, New York City, with very satisfactory results. As we are to have the pleasure of the presence of several members and visitors at our meeting who have experienced the pleasure and profit to be derived from accurate lip-reading, we shall hope to hear from them in a practical way in regard to the methods employed in their acquisition of the art and as to its reliability and accuracy for all purposes of communication.

Another feature of present-day speech-teaching is the growing attention given to sense training with a view to secure sharper and more exact motor response in children learning to speak. This sense training is a marked phase of the great educational work now being done by Dr. Montessori in her justly celebrated schools among the poorer classes of Italian children. As there is much in common between Dr. Montessori's methods, in so far as they pertain to early sense training, and the methods pursued in some of our oral schools, it has been thought wise to afford the members of the Association an opportunity to judge for themselves as to their merits, and to that end Mr. Carl R. Byoir, of New York, will deliver an address on the subject on Tuesday morning next, and as this is quite the latest development in connection with the instruction of young children, I bespeak for Mr. Byoir a large and attentive audience.

But aside from the regular speech work of our schools, whether oral or combined, there are certain additional phases of practical speech-teaching to which, as indicative of the increased progress of the work in various parts of the country, I may now be permitted briefly to refer.

First. The establishment of small schools, public and private. This is becoming a very marked feature of speech-teaching, especially in our larger centres of population and in the more densely populated rural sections. Usually these schools are of a private character, in which are gathered together a small number of young children under the care and instruction of one or two teachers. Where such work is properly and carefully conducted, good alone can result; but when, as is too often the case, untrained and inexperienced teachers are employed, much harm follows, and this not alone to the pupils, who are of course the greatest sufferers, but to the method itself, which must bear the responsibility and obloquy of any failure that may arise. If such schools are found to be necessary—and I am not saying that they may not be—great care should be exercised in their maintenance and supervision. Good teachers should be provided and ample provision made for the proper equipment of the school. It is not enough merely to found schools "near home" for the training of these little ones; they must have proper management and proper support if they are to command success and retain the confidence of their patrons.

Second. Home training. That a very considerable increase is being made in the number of parents of wealthier classes who seek teachers for the instruction of their children "at home" cannot be doubted. Every year I receive appeals for teachers for such positions, and I doubt not the heads of nearly all schools have similar experiences. The cause of this is not far to seek. Parents of such children desire to have them taught at home, or in schools near home, with their hearing children. And I must confess to sharing their feelings in this regard. If I had a deaf child I should certainly teach it or have it taught at home, under my own observation. I wish just at this point to refer particularly to a special case that has come under my own observation in Philadelphia. We have had in our school two children from a family in the city of Reading, Pa., born deaf. There was a third child in the same family, also born deaf. The two who came to our school made fair, satisfactory progress. The father was determined that the third should not be so taught. He, therefore, kept her at home, and provided this home instruction for her. She never had the benefit of special speech-teaching except for four weeks in her summer vacation. Aside from that, all the instruction that she has received has been at the hands of non-professional teachers—teachers engaged in public school work only. That child is now twelve years of age. She has passed through all the regular forms of public school work; she is to-day fitted to enter the high school of the city of Reading—an exceedingly good school, indeed—in connection with the public school work of that city. She is a remarkably bright child, and her speech is excellent. Her lip-reading is almost perfect, and she never has had, except for four weeks, the benefit of

what we regard as professional teaching. With good teachers, the results in such cases are almost invariably satisfactory. With inferior teachers, however, cajoled and directed by unwise, fussy parents, the results are too often deplorable. And here the Association may perform a great public service by exerting itself to multiply the number of trained men and women to conduct such work. As an Association we are doing much good work of this character, but the number of trained teachers yearly sent out under our auspices should be quadrupled. Instead of sending out ten such teachers, we should send out forty or fifty. Speed the day when the funds of the Association shall enable us to accomplish this great task.

Third. The increasing number of day schools. This, as in the case of the small private schools, is very marked in our larger cities and in our densely populated rural districts. The number of this class of schools is growing rapidly in some of the Middle, Western and Pacific coast States and in some of our Eastern cities. According to the *American Annals of the Deaf* for January last, there are no less than sixty-six (66) such schools at the present time, two more than the number of boarding-schools. Of the work of these schools, except in a very limited way, I am not personally able to speak; but it is reasonable to suppose that it must be satisfactory to the general public and to their immediate patrons, otherwise they would not receive the constant support they do, nor would their numbers increase year by year. With good teachers, regular attendance, and proper home backing, they ought to do as good work in speech and speech-reading as any other class of schools. That they as a class should be as well graded or as well equipped as are our larger boarding-schools is hardly to be expected. With this class of schools, as well as with the small private schools and home schools, our duty as an Association is quite plain—we should support and assist them to the full extent of our ability and opportunity; especially should we aid and encourage them in their efforts to teach speech and lip-reading.

Fourth. Denominational schools. Here again we find an increase in the number of schools of a denominational or religious character that are being maintained, each enjoying the confidence and generous support of the religious body interested in its behalf. In January last the number was twenty (20); in January, 1909, the number was sixteen (16), an increase of over twenty-four per cent. in three years.

Fifth. The National College and Kendall School.

All of these manifestations indicate the widespread interest that exists in the education of deaf children, and as speech, with few exceptions, is the principal means and medium of instruction afforded, as a Speech Association we cannot but wish them every success in their efforts, and this we do most heartily and sincerely.

The teaching of speech and lip-reading to deaf children would, therefore, appear from every point of view to be permanent in its character and of widespread influence in this country. From a feeble beginning forty-five or fifty years ago, it has grown until it commands the sympathy and support of almost ever school in the country, in many instances quite dominating their methods of instruction. Ridiculed, derided, scoffed at, it has kept steadily onward in its course, gathering steadfast friends and generous supporters, until to-day fully three-fourths of all the pupils under instruction in the schools of the country are taught speech and speech-reading, while a majority of them are enjoying the advantages of oral methods of instruction alone. This great change is the result of constant, healthful growth. It did not spring up, mushroom-like, in a single night, but has taken almost half a century of effort for its consummation. An evolution, to be sure, it has become almost a complete revolution.

I have thus presented, in a somewhat fragmentary way, the salient points regarding the organization of our Association, the work it has accomplished since it came into existence, and its preparedness to continue the work in which it is engaged with greater efficiency than ever. Its twenty-one years of life have been rich in experience, and we are to-day better organized and better prepared to carry forward the work we have in hand than at any previous time in our history. We have the experience—some of it dearly bought, perhaps; we have the organization; we have the means; we know the way, and henceforward will wage a more fruitful campaign in behalf of speech and speech-teaching than at any time in the past. We have a good cause—a cause founded in the noble desire to uplift humanity. We cannot fail; no righteous cause ever fails.

Nor shall we as an organization indulge in any bitterness of words or of feeling toward our friends who do not agree with our methods of promoting the work we have at heart. We shall indulge in no crimination or recrimination. They are things of the past. We shall simply move forward, endeavouring at all times and in all proper ways to foster and promote the teaching of speech to the deaf until every deaf child and every deaf adult within our reach has full and fair opportunity to learn to speak and read the lips.

This is an historic meeting. We are met on historic ground. Here in this beautiful city of Roger Williams, the first real speech work effected in this country was accomplished fifty years ago, when Mrs. Henry Lippitt, with devoted courage, succeeded in

perfecting the speech of her little daughter Jeanie, made deaf by illness, and in training her to become a brilliant lip-reader and an intelligent, highly gifted woman. Here, too, the loving, motherly heart of Mrs. Gardiner G. Hubbard was inspired to perform a similar office for her daughter Mabel, now the accomplished wife of Dr. Alexander Graham Bell, the founder of this society. With singular foresight these noble women prepared the way for the success of the great teachers who followed them. The little school at Chelmsford was opened with the gifted Miss Rogers at its head, and the good work, soon gathering volume, successfully called to its support such splendid types of philanthropic manhood as President Thomas Hill, of Harvard; Dr. Samuel G. Howe, of the Perkins Institute; Hon. Gardiner Greene Hubbard, Hon. Lewis J. Dudley, F. B. Sanborn, Esq., and Dr. Alexander Graham Bell, and such rare teachers as Mary H. True, Sarah Fuller, Caroline A. Yale, and Alice Worcester. The great work gathered momentum with each year of successful effort. Friends multiplied, doubters were converted, scoffers were silenced, and to-day witnesses its final and complete triumph in the very city of its birth. The occasion is an inspiring one. The thrill of victory, well and nobly won, is upon us, and here, in the presence of the very founders and builders of speech-teaching in America, we of later, but not less ardent, faith renew our fealty and pledge our devotion to the great cause we have had in hand for so many years.

### Address by Miss Helen Keller

Dear Friends,—I cannot tell you what a pleasure it is to me to be with you once more. Nor can I thank you too warmly for your continued interest in me. I remember well the bright June day that I spoke before you at Mt. Airy, sixteen years ago. How strange and like a dream it all seems! That day I used my defective, halting voice to urge that every deaf child should be taught to speak. To-day my voice is still defective and halting; but I lift it, imperfect as it is, in praise of the work of the Association. Your progress rejoices me, and such progress as I have made is valuable to me, because it reinforces and proves your work.

It has always been a joy to be able to speak. True, it is poor speech. True, only a few near friends understand me readily. Nevertheless, what speech I have has meant more to me than I can ever say. My words are lame and broken; but they bind me to the world of men and women. Through isolation, silence, darkness, I send forth a winged word; its pinions are crippled, but somehow it flies and reaches another heart. With the first word that unloosed my tongue began a greater fullness of life. Before that, I had been happy when a flutter of the fingers opened to me a small part of the world I was exploring. But the spoken word—that mighty, thought-quickening power—flung back the gates and gave me a wider access to the world of knowledge and companionship.

It is a pleasure and a privilege to introduce to this Association Mr. White, who is working to improve my speech. I am glad to be the bond that unites his art, his skill, to yours. He will explain to you what he has been trying to do for my voice, and you can judge how well he has succeeded, for of that I have no right to speak. I must tell you, however, in his presence, that the lessons he has given me have been, despite all difficulties, a continuous delight and inspiration. You can judge if my speech is clearer. I know that, thanks to him, I am free from much of the discomfort, tension, and anxiety that used to hamper me.

I wish this Association Godspeed in its endeavours to open the lips of the deaf. Every time I open my mouth, I shall think to myself, "I must speak well; I will speak well; for my success will encourage you to go forward, touching silent lips and setting free mute voices." I am proud to present to the teachers of the deaf my teacher, who has taught many to fill the world with beautiful sounds, and who has now become your colleague in the difficult art of making the speech of the deaf not beautiful, perhaps, but clear, fluent, and natural.

### Reading by Deaf Children

Samuel G. Davidson, Mt. Airy, Philadelphia, Pa.

Reading is an absolute necessity in the education of the deaf child. Upon it he must depend not only for the mastery of English, but also for his mental development and the acquisition of anything more than a mere smattering of knowledge.

In school, the child who reads much always makes more rapid advancement, other things being equal, than the one who does not. After school, the deaf man or woman who has acquired a taste for reading and learned to make use of books, continues to grow, mentally and in character, while the one who has not, almost invariably retrogrades, ultimately losing nearly all that he gained in school, and growing day by day more ignorant, stupid, and, except as regards the particular rut in which his work may run, inefficient.

What return have we made to the State or to society for the money expended in his education, and what has it profited the child himself, if, after ten or twelve years' instruction, we turn him out unequipped with the one thing that will enable him to retain and to build upon what we have given him.

When the value of reading to the deaf has so often been demonstrated by argument and in practice, it seems strange that so seldom is it taught systematically. I wonder in how many schools it is a prescribed unit in the course of study and intelligent effort is made to secure equally definite results in it as, for instance, in the teaching of arithmetic.

Some years ago, a teacher in a certain prominent school wrote me that, impressed by what she had heard at a convention, she provided books for her pupils and started to teach them to read. The principal—I may safely refer to him, since he is no longer connected with the profession—entering her class-room, and, learning what she was doing, reproved her, telling her she was not employed to idle away her time while her pupils read books. Probably there are few schools where this view would be taken of the teaching of reading, but there are perhaps fewer still where its necessity is recognized in a practical way.

Reading should be taught systematically and persistently from the day the deaf child enters school until the day he leaves. There should be preliminary exercises in preparation for this, as for other studies. The course, methods and results desired should be as definitely prescribed, as closely adhered to, and as ardently worked for as with any other subject. There should be time set apart for the work in the class-room and in the study hall, and time for independent reading out of school hours.

Books should be provided liberally, and in their selection the needs of the pupils should be carefully considered. They should not be shut up in a large general library to which the pupils make periodical visits, but every school-room should have its set of shelves filled with volumes suited to the age and advancement of the child and the special work being done by his teacher. They should not be kept in neatly ordered ranks under lock and key, to be doled out at stated intervals by the teacher, but should be always accessible, the children being permitted to handle them freely and to make use of them during odd moments in school otherwise unoccupied. Under this arrangement there will be some disorder, books will wear out more rapidly, and occasionally one will be lost, but of what importance are these compared with the good accomplished in making the children familiar with the inside of the volumes instead of restricting their knowledge to their bindings and titles as shown through the glass doors of cases. There are schools that boast of the immense size and elaborate system of their libraries that are not doing nearly so much to cultivate the reading habit as many an obscure teacher with a five-foot shelf of books of her own providing, intelligently used.

In selecting books for our school libraries, we should not be influenced by the belief that the deaf need a special literature. My pupils read with interest the same books that hearing children are interested in, and I have never felt a need for any written specially for them. It used to be said that the deaf did not care for fairy tales. An examination of the record of the books drawn from my class-room library of fiction and general literature shows that fairy stories are decided favourites with the youngest pupils of the grade, and quite as much so with those born deaf as with those who lost their hearing after learning to speak and read. Older children enjoy the novels of Hawthorne, Scott, Irving, Dickens, and of the best current writers quite as much and in exactly the same way as do hearing children of the same age and advancement.

The pupils of the second class, A grade, of the Mt. Airy School, were recently asked to write a list of all the books they remembered having read, and to indicate the ten they had most enjoyed. I give here the list of one girl, born deaf, just as she wrote it down, as the titles occurred to her in the few minutes allowed for the work. There are eighty-four books named, and of course they do not include all she has read, but merely those that have most strongly impressed her and so remained in her memory:

David Copperfield, Tale of Two Cities, Cranford, Little Women, Little Men, Rose in Bloom, Eight Cousins, Louie's Last Term, That Queer Girl, Uncle Bill's Children, Stories of Early England, Only a Year and What it Brought, Oliver Twist, Polly Cologne, Robin Hood, Five Little Peppers, Three Greek Children, Heidi, The Scarlet Letter, Seven Gables, Snow Image, Tom the Bootblack, The Life of Helen Keller, The Varmint, Westward Ho, Hereward, Old Chester Tales, Alice in Wonderland, Sarah Crewe, Tales from Shakespeare, Stories from Dickens, Stories from Thackeray, Rob Roy, Shaftesbury, The Vicar of Wakefield, Stories from the Classics (a series of books), The Pit and the Pendulum, Ivanhoe, Autobiography of Benjamin Franklin, Alexander the Great, Editha's Burglar, Othello, Detective Stories of Sherlock Holmes, King Arthur and His Knights of the Round Table, Girl of the Limberlost, Settlers in Canada, Architects of Fate, Kathie's Three Wishes, Black Beauty, Nine Little Goslings, Marie's Story of the Time of Louis XIV, The Child of Tuscany, Dorris and Theodore, Stepping Heavenward, Jean Noel, Molly Make Believe, Rab and His Friends, Through the Magic Door (Essays by Conan Doyle), The Red Moccasins, His Own Master, Pilgrim's Progress, Tom Temple's

Career, Uncle Tom's Cabin, Old Greek Stories, Bits of History, The Daughter of the King, Kingsley's Greek Heroes, The Princess and the Goblin, Andersen's Fairy Tales, Arabian Nights, Grandfather's Chair, Stories from English History, Stories from American History, Stories from Literature, Pictures We Ought to Read About, Robinson Crusoe, Christmas Carol, The Old Curiosity Shop, Evangeline, Lady of the Lake, Lost Jewel, Adventures of Ulysses, The Alhambra.

Those she has indicated as the best liked are David Copperfield, Tale of Two Cities, Oliver Twist, The Scarlet Letter, Seven Gables, Tales from Shakespeare, Ivanhoe, Evangeline, and Sherlock Holmes. The last may seem something in the nature of an anti-climax, but it at least suggests the catholicity of her taste.

This list, standing by itself, might be taken to indicate merely that occasionally a born-deaf child learns to appreciate good literature, but an examination of the records kept of all the books read by the five classes of the A grade in the Mt. Airy School during the past fifteen years must convince one that it fairly represents what may be accomplished with deaf children of ordinary intelligence in training them to read, when the work is gone about systematically.

It would be impossible in the time permitted for these remarks to give even an outline of the methods employed at our school in teaching the deaf to read. There is required reading of selected books, as in the public grammar and high schools, but in the choice of books and the method of using them we are guided by the special needs of our schools. The pupils are also required to read through, during a term, a certain number of books of their own selection, and to prove that they have read them, and the extent of their understanding, by writing abstracts, or, in the higher classes, criticisms of them. Much reading is also required in connection with composition work, and the work in literature with the most advanced classes is directed chiefly to cultivating a taste for reading, and making it possible for them to get the maximum of pleasure and profit out of books.

There should be system—an orderly procedure persistently followed—in teaching reading, but the work should not be permitted to grow mechanical and lifeless. One will often accomplish more good by patting a book he has read and saying: "That's fine! You ought to read it," than by hours of talk about it. It is interesting to note how quickly a pupil will spot a really good book and how rapidly its reputation spreads among the other pupils. I have often a long waiting list of those who have asked to read a book in turn, and occasionally children from lower grades will come to me and ask for it, proving that the pupils discuss the merits of the books among themselves, out of school.

One of our biennial examination tests is intended to show the amount of reading individual pupils have done. They are required to show their understanding of and ability to use lists of words and phrases that have not been directly taught them, but that, considering their grade and the amount of reading they ought to have done, they should be familiar with. It is interesting to note how rapidly their vocabulary grows, class by class, through reading, and how much more naturally they employ expressions thus acquired than those that are drilled into them by direct instruction.

It was also apparently demonstrated by some tests in a recent examination that facts picked up unconsciously through general, voluntary reading remain more securely fixed in the mind and are applied in more practical ways than those learned from the text-books or through the direct instruction of the teacher.

Some teachers have become so enthusiastic over reading as a means of improving the language and developing the minds of their pupils that they show an inclination to disregard all other methods. This is as serious a mistake as neglecting reading altogether would be, but as yet it is not so common a one in the schools. Therefore I would place all stress upon urging teachers who are not already doing so to give careful and continuous thought and effort to this matter of teaching reading.

### Extract from Address by Mr. E. W. Walker

Among the many good things that we have listened to during the past week there is one thought, one spirit, that has rung through all of it, and yet has nowhere been mentioned, and I wish to mention it. The thought through all of the exercises we have witnessed in the demonstration work, through all the papers, has nowhere been emphasized—it has been mentioned incidentally occasionally, but nowhere been brought out in a detrimental way—that these children with whom we deal are defective, in the sense that they are hampered. I like that. I do not like a convention; I do not like a school where the teachers and those in charge—a school of defectives, if you please—where those in charge, consciously or unconsciously, excuse the shortcomings of the children because of their defects. It is unfortunate when any teacher takes the attitude in mind: "This is as well as deaf children can do." It is a beautiful thing when the teacher can hold in mind the thought: "These children are children, with no limitations except the limitations that are put upon all of us." We of course know that it

is a handicap to be deaf, but we all have our handicaps. It is true that around every one of us a circle is drawn—a circle that limits in a certain way our powers. Beyond that circle none of us can go; but the beautiful thing is that you and I do not know where our circles or limitations are, and therefore, as far as we are concerned, there are no limitations to our possibilities.

The teacher that deals with a certain child or a certain class as limited in its possibilities, by virtue of that very feeling is herself limited in the excellent work that she may do for that child. It is an unfortunate thing, indeed, for a child to feel or to say, "I have been limited, so I can't." But it is still more unfortunate when a teacher thinks or says to a defective child, "You can't." When a teacher is in the frame of mind where she feels that the child has reached his possibilities, reached the limit of his possibilities, then by that very fact she has lost the power of inspiration for that child, and she can no longer batter down the obstacles to his progress . . . .

It is your business and mine, every one's, to meet childhood in such a way that we impress every child that there is no limit to which he may go—and there is none. We measure physical things, we measure distance, we measure temperature, but we cannot measure thought; there is no measure to what you can remember; there is no limit to our imaginings, because there is no measure for those things, and therefore, because there is no measure, there can be no limit. Now, you and I may, of course, understand that somewhere there is a limit beyond which nothing short of Deity can go; but since we have no measure for marking that limit, for us it does not exist. And therefore I shall carry back from this meeting that thought—that we have not been anywhere depressed with putting forward the idea that we are working with defectives. We are not—any more than all of us are working with defectives when we are working with ourselves.

### The Expenditure

The expenditure for the year just closed was $59,614.64 and for the year previous $56,632.39. This shows an increase for 1912 over 1911 of $2,982.25, or an increase of 5.26 per cent. Of this amount $2,884.04 was for salaries and $98.21 represents the increased expenditure for supplies. This very small increase in the expenditure speaks well for the economic management of the various departments of the Institution.

Appended hereto are the reports of Dr. Boyce, the attending physician, and Mr. H. J. Clarke, B.A., the presiding examiner for last session. In addition to these regular annual reports, there are given two special reports, one by Dr. Helen MacMurchy and the other by A. H. Leake, Esq., Inspector of Technical Education for Ontario. Both of these are experts in their special departments, and their reports are of corresponding value.

Before closing this report I wish to express my sincere thanks to you, Sir, and to Dr. Colquhoun, as well, for the assistance given me in the work of the Institution, during the year.

I have the honour to be,

Sir,

Your obedient servant,

C. B. Coughlin,
*Superintendent.*

## PHYSICIAN'S REPORT

BELLEVILLE, Ont., November 1st, 1912.

THE HONOURABLE R. A. PYNE, M.D., LL.D.,
*Minister of Education for Ontario.*

SIR,—It is with great satisfaction that I submit my annual report for the past year. We have had rather less than the ordinary amount of sickness of a severe form or of epidemics, and no mortality. After the close of the year 1911, we had no severe sickness either among the pupils, teachers, or staff. This, we attribute, as far as the children are concerned, largely to the attention given to the general sanitary condition, as well as the physical training and out-door life that is insisted upon whenever possible.

We had the ordinary colds, coughs, LaGrippe and some digestive disorders, as well as minor accidents and injuries, always incidental to a large aggregation of active children, but requiring only a passing notice in this report. A condition of indifferent general health and indisposition is prevalent every session among quite a percentage of the children. Unimportant as this may seem to be in some respects, nevertheless it is inimical to the best interests of the school, lessens the vitality and natural powers of resistance of the children to disease and limits their capacity for acquiring knowledge.

This condition is largely, if not entirely, the result of overcrowding, particularly of the dormitories and sleeping rooms. There being no proper system of interchange of air, it soon becomes vitiated, producing its baneful effect upon those living under its influence.

It is expected the new dormitories now in process of construction will remedy this evil. It is a great satisfaction to those interested in the health and welfare of the school to know that this long felt want is about to be realized. To the government, and to those instrumental in securing these new, commodious, up-to-date, sanitary quarters, is due the highest commendation.

In the early part of the session we had three cases of acute pneumonia of rather more than average severity, but all made good recoveries. Also, one case of acute periostitis of the femur with suppuration and pyæmia. This was a long, severe and dangerous sickness, but the little boy improved sufficiently to be returned to his home in Ottawa, where I understand he has made a fair recovery.

In conclusion, I am pleased to be able to report a better condition of general health of the school at the time of closing in June, than when the session began the previous September, reflecting as it does, credit on the zeal and efficiency of all those charged with the care of the pupils in health and sickness.

The food supply for the past year has been well up to the standard and has given satisfaction. I desire to mention especially the milk supply. It is being procured from the Institution herd, under the most approved sanitary conditions, and for the excellency of its quality, purity, wholesomeness and percentage of butter fat, is everything that could be desired.

I have the honour to be,

Sir,

Your obedient servant,

W. W. BOYCE, M.D.

## LITERARY EXAMINER'S REPORT

Belleville, Ont., June 8th, 1912.

Honourable R. A. Pyne, M.D., LL.D.,
*Minister of Education for Ontario.*

Sir,—I have the honour to submit my report as Literary Examiner at the Institution for the Deaf for the academic year just closing.

I made it convenient to spend three days among the classes while the actual work of instruction was in progress, in addition to three days spent in conducting the final examination. From my point of view the time spent during the session is of greatest value to the school, since it is possible to offer suggestions at the time when they will do most good.

It is only justice to say that what I observed during my visits was highly complimentary to those having the work in charge. I could not but be struck by the advancement since my first visit here officially, five years ago. At that time the attainment of the standard of Entrance to High School appeared to be out of the question. At that time the worthy Superintendent expressed that as his aim, and from what I have seen this year I believe that the goal is in sight, and when it is reached I can see no good reason why something in the nature of Continuation School work should not be carried on among these children.

A more or less detailed statement of my examination follows:

### Manual Classes

*Class "A," Mr. Coleman, Teacher.*

This is the senior manual class, and is an exceptionally fine class of seven girls and two boys. The average number of sessions attended is 8.37. They were examined in mental arithmetic, written arithmetic, history (British and Canadian), letter writing, composition, geography, reading and writing. The highest average percentage obtained was 100 per cent., the lowest 50 per cent., while the class average was 79 per cent.

*Class "B," Mr. Stewart, Teacher.*

This is a class of fourteen with an average age of 15.4 years and the average number of sessions attended is 7.7. This class has made considerable progress in literature and they are doing considerable reading. They were examined in arithmetic, reading, literature (historical and critical), composition, geography, history (Canadian and British), Canadian civics, nature study, current events and general information, hygiene, manners and morals. The highest average percentage was 91 per cent., the lowest 28 per cent., the class average 70.8 per cent.

*Class "C," Mr. Balis, Teacher.*

A class of fourteen, average age 15 years, and average time at school 7.3 years. They were examined in mental arithmetic, written arithmetic, grammar, geography, nature study, general information, hygiene, Canadian history and composition. The highest average mark obtained was 90 per cent., the lowest 52 per cent. and the class average was 77 per cent.

*Class "D," Miss Templeton, Teacher.*

This is a class of twelve who are of unequal ability. They are on the average 14.16 years of age, and have been at school on the average of 6.58 years. Their examination included arithmetic (written and mental), geography, trades, language and composition, reading, memory work and common information. The highest average mark was 93 per cent., the lowest 55 per cent., while the average for the class was 76 per cent.

*Class "E," Miss Linn, Teacher.*

A class of sixteen with an average age of 14 years, and have spent 5.87 years at school. They were examined in arithmetic (written and mental), language, geography, general information and nature study. The highest average mark was 93 per cent., the lowest 30 per cent., the class average 67.4 per cent.

*Class "F," Mr. Balis, Teacher.*

A class of fifteen with the average age of pupils 14.2 years and they have been 5.2 years at school. This examination included language, memory work, action writing, nature study, geography, general information, arithmetic. The highest average was 89 per cent., the lowest 51 per cent., while the average of the class was 70.2 per cent.

*Class "G," Miss Bull, Teacher.*

She has what might be classed as a special class. It consists of eleven pupils, of whom only eight took the examination. The average age of pupils is 10.5 years and the average time at school is 3⅓ years. The examination included general information, actions, language, arithmetic, use of nouns and adjectives. The highest average mark was 63 per cent., the lowest 5 per cent., and the average of the class was 25 per cent.

*Class "H," Miss James, Teacher.*

She has a class of thirteen, and all took the examination in language, arithmetic, and general information. The highest average mark was 98 per cent., the lowest 17 per cent., and the class average was 67.3 per cent. The average age of the class is 13.8 years and the average time at school 3⅓ years. I saw some good work in art here.

**Oral Department**

*Mr. Campbell's Class.*

This is the senior oral class and consists of twelve pupils with an average age of 13.5 years who have been 6 years at school on an average. They were examined in arithmetic (written and mental), grammar, composition, reading (written and oral), history (British and Canadian), a theme in composition, dictation, memory work, geography, hygiene, nature study and geometrical forms. The highest average mark was 82 per cent., the lowest 27 per cent., and the class average 60 per cent.

Mr. Ingram's class consists of twelve pupils, whose average age is 12.75 years and who have been on an average 5¼ years in school. They were examined in arithmetic, grammar, geography, artisans, composition, reading (oral), dictation, general information. The highest mark was 85 per cent., the lowest 31 per cent., while the class average was 67.75 per cent.

Miss Evoy's Class has done a large amount of supplementary reading. There are twelve in the class, average age 12.3 years, and average time in school is 4.58 years. They were examined in arithmetic (written and mental), geography, grammar, language, lip-reading, oral reading, writing and drawing. The average of the class was 81.7 per cent. The highest average mark was 93.5 per cent., the lowest 70.9 per cent.

Miss Palen's Class also contains twelve pupils. The average age was 11.5 years and the average time at school 4.5 years. They were examined in arithmetic, lip-reading, composition, language and actions. The highest average mark was 96 per cent., the lowest 37 per cent., and the class average was 78.25 per cent.

Miss Deannard has a class of eleven, whose ages average 13.6 years. They have been at school an average of 3.8 years. Their examination included arithmetic, lip-reading, actions, use of verbs and language. The highest average mark was 95 per cent., the lowest 45 per cent., while the average of the class was 76 per cent.

Mr. Harris has a class of eleven whose average age is 10.27 years and who have been at school on an average 2.95 years. They were examined in language (including actions, vocabulary, calendar work, composition and general information), lip-reading and arithmetic. The highest average mark was 93 per cent., the lowest 63 per cent., and the class average was 81 per cent.

Mr. Pratt has a class of twelve classed as First Grade. They have been on an average 2.16 years at school and their average age is 9 years. Their examination was purely oral, and the results were satisfactory. The lip-reading was particularly good for pupils of this grade.

Miss Burke has a class who are part in Grade One and part in the Preparatory. There are thirteen pupils in the class. The average age is 9 years, and they have been at school 1 year. Here, too, the examination was oral and the results were good. Miss Campbell's class is similar to Miss Burke's in that it consists of two classes in Grade One and the Preparatory Grade. The average age of the nine pupils is 9.9 years and they have been at school for 2 1-3 years on an average. It is surprising the amount covered by these juniors in so short a time. Good work has been done.

Miss Ford's class is all preparatory. There are thirteen in the class, with an average age of 7.4 years, while the average time at school is 1.4 years. Here again the examination was oral, and I was much pleased with the work seen.

The Industrial Departments continue to do good work, and the introduction of a Farm Class under a fully qualified instructor should add to the value of this Institution.

For the sake of those parents who have not the privilege of visiting this Institution, I would like to say that could they see the arrangements here, and the care and attention bestowed on the children, they would not hesitate to entrust their children to the Institution even at an earlier age than some do now.

In closing this somewhat lengthy report I would say that I am pleased to notice the use being made of the Printing Office for assistance in class material, and I would also compliment the Institution on the instructive "Handbook of Information" in reference to the Institution that was isssued a few weeks ago.

All of which is respectfully submitted.

I have the honour to be,

Sir,

Your obedient servant,

H. J. Clarke, B.A.

*Inspector of Public Schools, Literary Examiner.*

## REPORT BY DR. HELEN MACMURCHY

Toronto, May 21st, 1912.

Memorandum for the Hon. Dr. Pyne,
*Minister of Education.*

*Re* visit to the Ontario School for the Deaf, at Belleville, May 21st, 22nd, 23rd, 1912.

I have to thank you for the opportunity to visit this school. It was a pleasure.

### Buildings

The Main Building is old and ventilation is difficult. However, with the exception of the hall and one room on the ground floor, the air was good. The building where there was a fire recently is being repaired and rebuilt. A boat is also being built.

### General Health

I saw all the 227 inmates and almost all the members of the staff. The health of the boys and girls is excellent. At Dr. Coughlin's request, I examined the tongues of over 100, and found every tongue clean but one, and that one only slightly coated. This is a better result than we usually get in Medical Inspection of Public Schools. 226 of the inmates were seen in school at work and also sitting at dinner and at tea. The remaining one had some slight rheumatic pains and was therefore in the hospital under charge of the nurse.

### The School

I saw the classes, both manual and oral, at work, and saw a good deal of lip-reading done. Several children pronounced my name (not an easy one) correctly at once and conversed with me by lip-reading. The efforts of Dr. Coughlin to introduce and perfect the Oral Method, Lip-reading and Speech for the Deaf in the School, have already accomplished much and will accomplish more. It is evident that he wants and intends to improve the organization and encourage thrift and progress. The proposed new buildings will help. More land is required and would tend in future years to the thrifty management and proper development of the school.

### Food

The food, which I tasted, and carefully inspected, was good.

### Trades and Employments

Farm-work, Dairy-work, Garden-work, the Care of Poultry, and of pigs and other animals, is being carried on under the direction of a graduate of the Ontario Agricultural College. Nothing about the place presented a more satisfactory appearance than the cows and the hens. The cows were clean and well cared for. The boys do the milking. The wash their hands thoroughly before milking and put on white suits. An effort is made everywhere, even in the dairy barn, to teach the use of language. The cement floor of the barn was clean and there was no unpleasant odour. It was gratifying to see this high standard of cleanliness in actual practice.

The bake-shop, the sewing-room and other places of employment were all in good order and good work was to be seen.

### Mentally Defective Children

I saw at least 15 mentally defective children among the 227 inmates. It is to be hoped that before long there will be a place in Ontario to care for these children, both for the sake of the community and for their own sake. Their presence in a School for the Deaf increases the difficulties of the Institution, and they should be cared for permanently.

I have felt so strongly for the last few years that provision in the Educational System of Ontario for Physically and Mentally Defective Children is an urgent necessity that I am thankful for an opportunity of addressing the Minister directly upon the subject of the Education of Deaf Children.

I would respectfully point out:

1. That slight deafness in children should be sought for and recognized by the school authorities, and that such children should have special supervision and seats near the teacher.

2. That serious deafness in children should be considered seriously, and such children should be placed in special classes with special teachers.

3. That very deaf children and any children likely to become very deaf in later life should be taught lip-reading, and the principles of speech for the deaf.

4. That children born deaf, or becoming deaf at or about one year of age, should not be neglected for six years. At present, seven-year-old deaf children in Ontario have lost the six years when other children learn most, because no one teaches them speech. The hearing baby learns to say words because the mother says the words to it over and over again and the baby hears them. The deaf baby could learn to say those words too if there were teachers available who could teach the mother principles of lip-reading, so that the deaf baby could see the mother say the word over and over again, and so begin to learn lip-reading and speech.

I remain,

Sir,

Your obedient servant,

HELEN MACMURCHY.

## REPORT ON OUR INDUSTRIAL WORK BY THE INSPECTOR OF TECHNICAL EDUCATION FOR ONTARIO

A. H. Leake, Esq., Inspector of Technical Education for Ontario, gave the following report to the Department of a visit paid to the Institution in April, 1912:—

In accordance with instructions, I visited the Ontario Institution for the Deaf at Belleville, April 17th and 18th. for the purpose of inspecting the Industrial work carried on under the superintendency of Dr. Coughlin. All the work is remarkably well done and carefully organized. The manual training leading to the purely industrial work extends through all the grades. I saw the work of every class and was much impressed with its excellence, it being superior to the work I have seen in many public schools. The Superintendent and every teacher was most emphatic as to the assistance this work is to the language study of the pupils. The oral work of the students was a perfect revelation. The industrial work proper consists of boot and shoe making, carpentry, printing, dairying and farm operations, needlework and dressmaking and household science and management. All this is taught by experts and is of a definitely industrial character well calculated to enable the pupil to earn a living upon leaving the institution. The actual work inspected, of which there was a considerable amount, was well and carefully done. Both the manual training and the industrial work are carried on under considerable difficulties. The accommodations provided are not nearly sufficient for the extent of the work. I understand that it is the intention to considerably extend the quarters. I discussed with Dr. Coughlin the plans he has in view, and with the added facilities which these extended quarters will give, these plans will do much to carry out what seems to be the motto of the Institution "to help the deaf to help themselves."

## NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE OPENING OF THE INSTITUTION

| | Male | Female | Total |
|---|---|---|---|
| From October 27th, 1870, to September 30th, 1871 | 64 | 36 | 100 |
| " " 1st, 1871, " 1872 | 97 | 52 | 149 |
| " " 1872, " 1873 | 130 | 63 | 193 |
| " " 1873, " 1874 | 145 | 76 | 221 |
| " " 1874, " 1875 | 155 | 83 | 238 |
| " " 1875, " 1876 | 160 | 96 | 256 |
| " " 1876, " 1877 | 167 | 104 | 271 |
| " " 1877, " 1878 | 166 | 111 | 277 |
| " " 1878, " 1879 | 164 | 105 | 269 |
| " " 1879, " 1880 | 162 | 119 | 281 |
| " " 1880, " 1881 | 164 | 132 | 296 |
| " " 1881, " 1882 | 165 | 138 | 303 |
| " " 1882, " 1883 | 158 | 135 | 293 |
| " " 1883, " 1884 | 156 | 130 | 286 |
| " " 1884, " 1885 | 168 | 116 | 284 |
| " " 1885, " 1886 | 161 | 112 | 273 |
| " " 1886, " 1887 | 151 | 113 | 264 |
| " " 1887, " 1888 | 156 | 109 | 265 |
| " " 1888, " 1889 | 153 | 121 | 274 |
| " " 1889, " 1890 | 159 | 132 | 291 |
| " " 1890, " 1891 | 166 | 130 | 296 |
| " " 1891, " 1892 | 158 | 127 | 285 |
| " " 1892, " 1893 | 162 | 136 | 298 |
| " " 1893, " 1894 | 158 | 137 | 295 |
| " " 1894, " 1895 | 160 | 135 | 295 |
| " " 1895, " 1896 | 173 | 137 | 310 |
| " " 1896, " 1897 | 164 | 128 | 292 |
| " " 1897, " 1898 | 167 | 138 | 305 |
| " " 1898, " 1899 | 161 | 132 | 293 |
| " " 1899, " 1900 | 152 | 130 | 282 |
| " " 1900, " 1901 | 157 | 143 | 300 |
| " " 1901, " 1902 | 147 | 141 | 288 |
| " " 1902, " 1903 | 140 | 143 | 283 |
| " " 1903, " 1904 | 137 | 134 | 271 |
| " " 1904, " 1905 | 130 | 138 | 268 |
| " " 1905, " 1906 | 116 | 143 | 259 |
| " " 1906, " 1907 | 126 | 145 | 271 |
| " " 1907, " 1908 | 133 | 143 | 276 |
| " " 1908. to October 31st, 1909 | 130 | 151 | 281 |
| " " 1909, " 1910 | 143 | 149 | 292 |
| " " 1910, " 1911 | 138 | 143 | 281 |
| " " 1911, " 1912 | 135 | 126 | 261 |

## LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF FOR THE YEAR ENDING OCTOBER 31st, 1912

| County | P.O. Address |
|---|---|
| *Algoma:* | |
| Barker, Belle | Sault Ste. Marie. |
| Broad, Russell | Dunn's Valley. |
| Luzon, Manesipe | Blezard Valley. |
| Nelson, Ethel | Sault Ste. Marie. |
| Parr, Joseph | Sault Ste. Marie. |
| *Brant:* | |
| Lloyd, Ruth | Brantford. |
| Morgan, Beatrice | Hatchley. |
| Stegmeir, May | Brantford. |
| Tobicoe, Jesse | New Credit. |
| *Bruce:* | |
| Atkinson, Gladys | Paisley. |
| Brown, John | Chesley. |
| Baker, John | Southampton, |
| Crowe, Robert | Dobbinton. |
| Green, James, | Chesley. |
| McKee, Carl | Pinkerton. |
| McKee, Maude | Pinkerton. |
| Smith, Elizabeth | Wiarton. |
| Smith, Percy | Wiarton. |
| *Carleton:* | |
| Brigham, Tom | Ottawa. |
| Blanchard, Victor | Cumming's Bridge. |
| Dallaire, Romeo | Ottawa. |
| Dunn, John | Cumming's Bridge. |
| Delinelle, Victor | Ottawa. |
| Evoy, James | Carp. |
| Gauvreau, T. | Ottawa. |
| Huband, Gerald | Ottawa. |
| Jones. Mabel | Billing's Bridge, |
| Pallesteur, Louis | Ottawa. |
| Savard, Paul | Cumming's Bridge. |
| Towns, Dora | Laurentian View. |
| *Durham:* | |
| McMillan, Joseph | Newcastle. |
| *Dufferin:* | |
| Hamilton, Enie | Shelburne. |
| *Dundas:* | |
| Beckett, Sam | Chesterville. |
| Ford, Clarice | Mountain. |
| Hoy, Gertie | Hallville. |
| Loper, Cyril | Morrisburg. |
| Servage, Milton | Dunbar. |
| *Elgin:* | |
| Carpenter, Lena | Rodney. |
| Caves, Jessie | St. Thomas. |
| Gwalter, Harry | St. Thomas. |
| Gwalter, Fred | St. Thomas. |
| Hammond, Catharine | St. Thomas. |
| Jagoe, Alberta | St. Thomas. |
| Paul, Edward | St. Thomas |
| *Essex:* | |
| Berthiaume, Lionel | Tecumseh. |
| Greer, James | Comber. |
| Kerr, Avis | Elmstead. |
| Meloche, Edmund | Windsor. |
| Penprase, Alfred | Elmstead. |
| Swader, Earl | Windsor. |
| Walker, Achille | Sandwich. |
| Watkins, Hazel | Windsor. |
| *Grey:* | |
| Brown, Alma | Markdale. |
| Brown, Thos. H. | Markdale. |
| Kindree, Earl | Owen Sound. |
| Wilson, Elsie | Harkaway. |
| *Hastings:* | |
| Allore, Frances | Bogart. |
| Baker, Roy | Belleville. |
| Doughty, Mary | Eldorado. |
| Freeman, Gertie | Desoronto. |
| Hawes, Rosie | Desoronto. |
| Johnston, Mary | Belleville. |
| Jaynes, Perry | Marysville. |
| Jaynes, Wilfred | Marysville. |
| McAdam, Wesley | Marlbank. |
| Narrie, John | Marmora. |
| Tretheway, Roy | Bancroft. |
| Ward, Albert | Stirling. |
| *Huron:* | |
| Balkwill, Clara | Exeter, |
| Colclough, Hattie | Holmesville. |
| Colclough, Lorne | Holmesville. |
| Cole, Jean | Clinton. |
| Cole, Melville | Clinton. |
| Doubledee, Lena | Wroxeter. |
| Laporte, Dennis | Drysdale. |
| Montgomery, Elsie | Wroxeter. |
| Marshall, John | Hensall. |
| Marshall, Russell | Hensall. |
| Sours, Gladys | Wingham. |
| Steepe, Phœbe | Goderich, |
| Simmons, Luella | Gorrie. |
| Thompson, Arthur | Dungannon. |
| Wiggins, Parkie | Dungannon. |
| *Halton:* | |
| Tate, James R. | Milton West. |
| *Haldimand:* | |
| Buckley, Lawrence | Cheapside. |
| Duxbury, Oral | Cheapside. |
| Forrester, Asa | Dunnville. |
| Foster, Dorothy | Dunnville. |
| Rozell, Willie | Canboro. |
| Sherk, Clara | South Cayuga. |

## LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF—Continued

| County | P.O. Address |
|---|---|
| *Kent.* | |
| Adkin, James | Bothwell. |
| Christian, Gertrude | Wallaceburg. |
| Dubois, Madeline | Wallaceburg. |
| Meredith, Stella | Wabash. |
| Neville, Mamie | Dresden. |
| Toll, Nova. | Ridgetown. |
| Toulouse, John | Chatham. |
| *Lambton:* | |
| Chenney, Roy | Petrolea. |
| Jennings, Frank | Petrolea. |
| Johnston, Olive | Sarnia. |
| Leckie, Alice | Sarnia. |
| Leckie, Alma | Sarnia. |
| Leckie, Elsie | Sarnia. |
| Mackie, John | Edy's Mills. |
| Squire, Edith | Wanstead. |
| Stewardson, Lawrence | Forest. |
| Thomas, Clara | Walpole Island. |
| Watson, Vern | Watford. |
| Wark, Jean | Wyoming. |
| *Lanark:* | |
| Blake, Fred. | Almonte. |
| Hughes, Ernest | Carleton Place. |
| Jacklin, Myrtle | Rideau Ferry. |
| Leggett, Gordon | Perth. |
| McLaren, Mary | Smith's Falls. |
| McLaren, Rachel | Smith's Falls. |
| *Lincoln:* | |
| Heaslip, Myrtle | Wellandport. |
| *Lennox and Addington:* | |
| Hartwick, Archie | Napanee. |
| *Leeds:* | |
| Swayne, Robert | Athens. |
| Swayne, Patrick | Athens. |
| *Middlesex:* | |
| Coursecy, Viola | Lucan. |
| Fishbein, Eddie | London. |
| Garrett, Gladys | Granton. |
| Humphrey, Hazel | London. |
| Hodgins, Albert | London. |
| Hodgins, Mary | London. |
| Hodgins, Sadie | London. |
| Henderson, Gilbert | London. |
| Laugheed, Eva | London. |
| McMurray, Mirton | Belton. |
| Steele, Annie | London. |
| *Northumberland:* | |
| Ball, Glen | Baltimore. |
| Ball, Lisgar | Baltimore |
| Lott, Rata | Campbellford. |
| Moore, Dorothy | Castleton. |
| Milligan, Aggie | Campbellford. |
| Parker Clifford | Baltimore. |
| Parker, Clinton | Baltimore. |
| Shannon, Lenna | Brighton. |

| County | P.O. Address |
|---|---|
| *Nipissing District:* | |
| Beales, Frank | Tomiko. |
| Dorschner, Charles | Mattawa. |
| Legault, Clarida | Cache Bay. |
| Legrandeur, Victor | St. Charles. |
| Rodhy, Theodore | North Bay. |
| Slotnik, Louis | Englehart. |
| Whalen, Loretta | New Liskeard. |
| Whalen, Mary | New Liskeard. |
| *Oxford:* | |
| Abrey Irene | Drumbo. |
| Isles, Hazel | Ingersoll. |
| McFarlane, Mona | Eastwood. |
| Youngs, Cyrus | Youngsville. |
| Youngs, Stanley | Youngsville. |
| *Ontario:* | |
| Maynard, John | Uxbridge |
| Pattillo, Lenore | Pickering. |
| *Peel:* | |
| Davey, John | Nortonville. |
| McLeish, Marjorie | Star. |
| McVean, Alex, | Castlemore. |
| McVean, Archibald | Castlemore. |
| McVean, Catherine | Castlemore. |
| *Prescott and Russell:* | |
| Geinusse, Alfred | Orient. |
| Hughes, Iva | Treadwell. |
| McDougall, Elsie | Grant. |
| McDougall, Peter | Grant. |
| Pregent, Leopold | Plantaganet Sp'gs. |
| *Perth:* | |
| McIntyre, Ross | Fullarton. |
| Orr, Winnifred | Milverton. |
| *Peterboro':* | |
| Harper, Madeline | Peterboro'. |
| Kennaley, Winnifred | Peterboro'. |
| Meyett, Joseph | Peterboro'. |
| McMillan, Nellie | Havelock. |
| McBrien, Elwood | Peterboro'. |
| *Quebec Province:* | |
| Shaw, Eric. | Montreal. |
| *Renfrew:* | |
| Derochie, Wallard | Arnprior. |
| Dallaire, Ambrose | Perrault. |
| Dick, Alton | Renfrew. |
| Gervais, Virgine | Dacre. |
| Hunter, George | Matawatchan. |
| Hunter, Raymond | Matawatchan. |
| Schneider, Albert | Pembroke. |
| Schneider, Leonard | Pembroke. |
| Sleeth, Gordon | Douglas. |
| Teeple. Emma | Khartum. |
| Whyte, Belle | Arnprior. |
| Whyte, Eleanor | Arnprior. |

## LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF—Concluded

| County | P.O. Address |
|---|---|
| *Simcoe:* | |
| Bowen, Roy | Cookstown. |
| Chevrette, David | Penetang. |
| Gallinger, Edith | Lisle. |
| Godfrey, Mabel | Orillia. |
| Hall, Ewart | Midland. |
| St. Amant, Herman | Penetang. |
| Sinclair, Blanche | Orillia. |
| Vaillancourt, Joseph | Penetanguishene. |
| Watson, Edna | Orillia. |
| *Stormont:* | |
| Campbell, Mary | Avonmore. |
| *Thunder Bay District:* | |
| Beaudin, Frank | Fort William. |
| Munroe, Ada | Slate River Valley. |
| Smith, Walter | Fort William. |
| *Victoria:* | |
| Coulter, Caliph | Kirkfield. |
| Evans, Christopher | Corson's Siding. |
| Whitworth, Florence | Lindsay. |
| Western, Florence | Little Britain. |
| *Waterloo:* | |
| Denham, Willie | Preston. |
| Golds, Margaret | Berlin. |
| Klinkman, Mary | New Hamburg. |
| Martin, Absalom | Waterloo. |
| Maule, Rona | Galt. |
| Strong, Luella | Bloomingdale. |
| *Wellington:* | |
| Bard, Pansy | Guelph. |
| Carter, Elizabeth | Guelph. |
| Marshall, Jessie | Arthur. |
| McQueen, Mary | Arthur. |
| Ross, Lauredith | Guelph. |
| *Welland:* | |
| Farr, James | Marshville. |
| Caswell, Sylvia | Welland. |
| *Wentworth:* | |
| Allen, Muriel | Hamilton. |
| Batstone, Jesse | Hamilton. |
| Bayliss, Hector | Hamilton. |
| Etherington, Mabel | Hamilton. |
| Pierce, Gordon | Hamilton. |
| Tait, Harold | Hamilton. |
| Tait, William | Hamilton. |
| Webster, Elsie | Aldershot. |
| *York:* | |
| Angelchick, Lena | Toronto. |
| Buchan, Drucilla | Toronto. |
| Buchan, John | Toronto. |
| Buchan, Lucy | Toronto. |
| Baskerville, Silas | Toronto. |
| Brown, Walter | Toronto. |
| Benns, Charles | Toronto. |
| Burley, William | Toronto. |
| Clinkinboom, Maude | Lambton Mills. |
| Chaput, Marie | Toronto. |
| Casey, Lilian | Toronto. |
| Cornish, Douglas | Toronto. |
| Dolby, Martha | Earlscourt. |
| Dyson, John | Toronto. |
| Dickson, Violet | Toronto. |
| Gerolamy, Marie | Toronto. |
| Goulding, Thomas | Toronto. |
| Hazlitt, Dorothy | Toronto. |
| Hazlitt, Evelyn | Toronto. |
| Hardy, Gladys | Toronto. |
| Kennedy, Muriel | Toronto. |
| Lauson, Gladys | Toronto. |
| Leeder, Flora | Toronto. |
| Marks, Jennie | Toronto. |
| Mosher, Archie | Highland Creek. |
| Maiola, Lorenzo | Toronto. |
| McCann, Grace | Toronto. |
| McGovern, William | Toronto. |
| Osborne, Iona | Toronto. |
| Payne, Eddie | Toronto. |
| Powell, Marion | Toronto. |
| Pierce, Frank | Toronto. |
| Smith, Mabel | Toronto. |
| Smith, Norma | Toronto. |
| Suddy, Fred | Toronto. |
| Thomson, Anabel | Toronto. |
| Watson, Muriel | Toronto. |
| Walker, Arthur | Toronto. |
| Wilson, Charlie | Toronto |
| Willmott, Charlie | Toronto. |

## COST PER PUPIL, INSTITUTION FOR DEAF AND DUMB

### Year ending October 31st

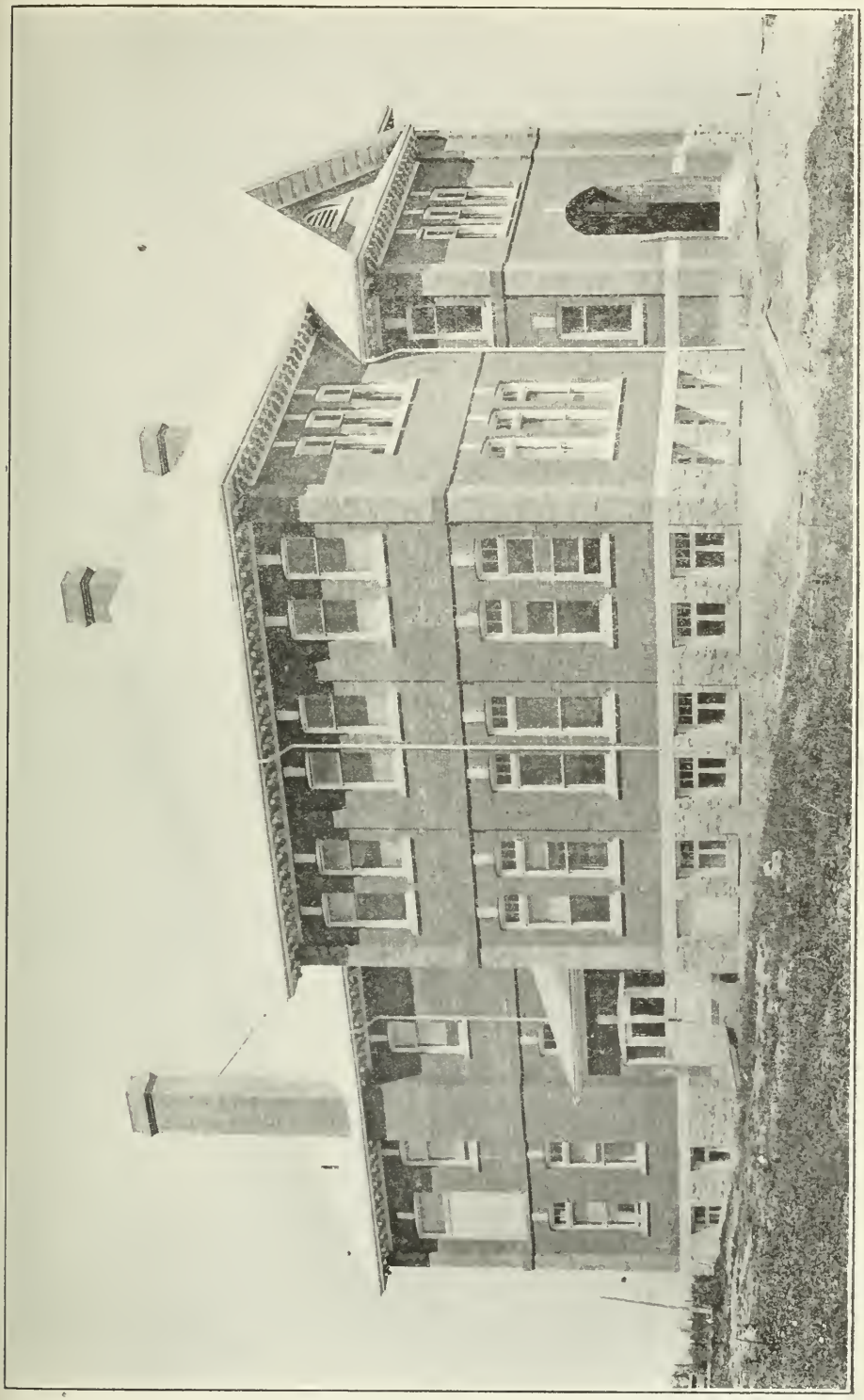
| Heading of Expenditure | 1910–11 | | | 1911-12 | | |
|---|---|---|---|---|---|---|
| | Total expenditure year ending October 31st, 1911 | Yearly cost per pupil October 31st, 1911 | Weekly cost per pupil October 31st, 1911 | Total expenditure year ending October 31st, 1912 | Yearly cost per pupil October 31st, 1912 | Weekly cost per pupil October 31st, 1912 |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| Medical department | 398 49 | 1 65 | 0 03 | 273 84 | 1 21 | 0 02 |
| Butcher's meat, etc | 4,591 37 | 19 05 | 0 37 | 4,734 78 | 20 81 | 0 40 |
| Flour, bread, etc | 1,357 64 | 5 63 | 0 11 | 1,010 67 | 4 46 | 0 08 |
| Butter and milk | 3,452 72 | 14 32 | 0 27½ | 3,852 27 | 16 98 | 0 32 |
| General groceries | 2,359 88 | 9 79 | 0 19 | 2,081 07 | 9 17 | 0 18 |
| Fruit and vegetables | 932 61 | 3 87 | 0 07½ | 1,315 83 | 5 80 | 0 11 |
| Bedding and clothing | 557 06 | 2 31 | 0 04½ | 545 46 | 2 40 | 0 04½ |
| Fuel | 7,292 08 | 30 25 | 0 58 | 7,152 97 | 31 53 | 0 61 |
| Light | 877 43 | 3 64 | 0 07 | 1,061 30 | 4 68 | 0 09 |
| Laundry, etc | 788 02 | 3 27 | 0 06 | 877 24 | 3 86 | 0 07½ |
| Books and apparatus | 687 99 | 2 85 | 0 05½ | 484 27 | 2 13 | 0 04 |
| Printing, etc | 677 99 | 2 81 | 0 05½ | 615 64 | 2 71 | 0 05½ |
| Furniture, etc | 653 15 | 2 71 | 0 05 | 665 17 | 2 93 | 0 06 |
| Farm | 796 04 | 3 30 | 0 06 | 847 99 | 3 74 | 0 07 |
| Repairs, ordinary | 695 64 | 2 88 | 0 05½ | 631 97 | 2 78 | 0 06 |
| Sewage | 69 66 | 0 28 | 0 00½ | 57 09 | 0 25 | 0 00½ |
| Water | 900 00 | 3 73 | 0 07 | 900 00 | 3 97 | 0 08 |
| Miscellaneous | 952 89 | 3 99 | 0 08 | 1,031 31 | 4 54 | 0 09 |
| Salaries and Wages | 28,591 73 | 118 67 | 2 28½ | 31,475 77 | 138 66 | 2 65 |
| | 56,632 39 | 235 00 | 4 52 | 59,614 64 | 262 61 | 5 04 |

Average number of pupils, 1910-11, 241.
Annual cost per pupil, 1910-11, $235.00.
Weekly cost per pupil, 1910-11, $4.52.

Average number of pupils, 1911-12, 227.
Annual cost per pupil, 1911-12, $262.61.
Weekly cost per pupil, 1911-12, $5.04

Certified correct.

J. W. PEARCE,
Bursar.



Haileybury High School

# APPENDIX U

## MEMBERS OF THE ADVISORY COUNCIL; LISTS OF ASSOCIATE EXAMINERS, HIGH SCHOOL AND CONTINUATION SCHOOL PRINCIPALS AND ASSISTANTS

### I—Members of the Advisory Council, 1912

#### Ex-Officio Members

John Seath, LL.D., Superintendent of Education.
Rev. R. A. Falconer, D.D., President, University of Toronto.

#### University Representatives

Maurice Hutton, LL.D., Principal, University College, Toronto.
Rev. T. C. S. Macklem, D.D., Provost, Trinity College, Toronto.
J. C. Robertson, M.A., Victoria College, Toronto.
N. C. James, Ph.D., President, Western University, London.
A. L. McCrimmon, LL.D., Chancellor, McMaster University, Toronto.
John Matheson, M.A., Queen's University, Kingston.
Rev. A. B. Roy, O.M.I., University of Ottawa.

#### High School Representatives

Gilbert A. Smith, M.A., Toronto. Arthur P. Gundry, B.A., Strathroy.

#### Public School Representatives

Harriet Johnston, Toronto. T. A. Reid, Owen Sound.
Jas. D. Denny, B.A., Ottawa. R. F. Downey, B.A., B.Pæd., Peterborough.

#### Separate School Representative

John J. Rogers, Lindsay.

#### Public School Inspectors' Representatives

N. W. Campbell, B.A., Durham. T. A. Craig, Kemptville.

#### School Trustees' Representatives

John H. Laughton, Parkhill. J. J. Morrison, Arthur.

## II—Associate Examiners, 1912

### Model Entrance, Lower School, Senior High School Entrance, and Senior Public School Graduation Diploma

*Literature*:
Mabee, G. E.
Mawhinney, Frances A.

*Composition*:
Fraser, J. W.
Stevenson, W. J.

*Grammar*:
Aitchison, Belle.
Baker, Jennie.
Bartley, Hattie M.
Burchill. Mrs. Jean.
Downing, J. H.
Edmiston, J. A.
Edwards, Mabel C.
Evans, W. A.
Goodland, Alma.
Harvey, W. B.
Hicks, Retta M.
Hill, Mary A.
Hutchinson, May R.
Mackenzie, Eliz. S.
Mann, H. C.
McAllister, Annie.
McBride, Sara.
Mitchell, Blanche.
Mitchell, May.
Strang, Rose I.

*Spelling*:
Blyth, Sara.
Broughton, Clara E.
Chown, Hattie L.
Cunningham, Miss E.
Edward, W. G.
Nelson, Arletta.
Potter, Dolly.
Russell, F. Josephine.
Smith, J. M.
Wightman, S.

*Geography*:
Baker, W. T.
Bunton, G.
Cameron, A. A.
Clark, G. A.
Cummer, May E.
Dobbie, Isabella E.
Dolan, G. R.
Doupe, H. A.
Keegan, J. D.
Kelso, Alice C.
Kotzenmeyer, G. J.
Norton, Ida.
O'Donohue. J.
Scott, W. W.
Simpson, R. S.
Tremeer, Hattie.
Walker, A. J.
Williams, A.
Wilson. Ethel M.

*History*:
Hollingshead, J. E.
Kaiser, J. B.

*Art*:
Bell, G. B.
Bridgman, Clara M.
Brown, H. W.
Giles, A. Edith.
Hatch, S. B.
Hindson, Hilda M.
Hood, Finlay.
Johnston, Agnes.
Kent, Eleanor.
Kidd, T. W.
McIntosh, Agnes I.
Parlee, Edith.
Smith, Margaret H.

*Bookkeeping, etc.*:
Anderson, Lillie C.
Chidley, Agnes F.
Clayton, Vivian E.
Edward, F. W.
Grose, Annie R.
Hammond, J. E.
Lucas, G. A.
Mallory, Bertha.
Moir, Isabella.
Morrison, Delle.
Reid, T. E.
Richardson, Kate.
Shultis, Adam.
Smith, C. R.
Stone, Alice B.
Tuer, Margaret.
Wright, D. T.

*Writing*:
Anderson, F. C.
Bailey, J. J.
Birchard, A. F.
Buchanan, J. A.
Cameron, J. G.
Jamieson, C. E.
McNab, J. C.
Moffat, T. E.
Walker, D. M.
Watterworth, Grace M.

*Arithmetic and Mensuration.*
Asselstine, O.
Case, H. J.
Clarke, I. L.
Colling, G. F.
Eagle, D. M.
Goulding, Hanna M.
Keough, L. R.
Longman, E.
Moir, Catherine.
Nugent, J.
Rundle, J. A.
Rutherford, Mary H.
Sheppard, A. M.

*Elementary Science*:
Brunt, R. A.
Cosens, A.
Dowkes, W. J.
Hind, Edith J.
Kidd, W. L.
Lee, Anna A.
Magee, J. A.
Mara, Ida M.
Marcellus, E.
Moffatt, W. J.
Patterson, A. M.
Schell, A, W.
Smith, H. L.
Stevenson, L.
Sweeney, Agnes.
Thompson, R.
Tuke, W. H.

*Algebra and Geometry*:
Hedley, W. P.
Stone, G. S.

**Middle School Examination**

*Literature*:
Clifford Margaret.
Coutts, R. D.
Corkery, Florence.
Cunningham, Carrie.
Fleming, Maud E.
Graeb, Mabel M.
Grant, Chistina C.
Horton, Chas. W.
Maclennan, C. Lillie.
Oakley, Muriel G.
Race, W. B.
Skinner, Kate C.
Sommerville, T. C.
Trenaman, Mabel N.

*Composition*:
Anderson, W. G.
Hardy, E. A.
Henstridge, Eliz.
Lane, J. S.
MacLean, Allan E.
McManus, Emily,
Smith, Katrina B.
Stubbs, S. J.
Williams, Mary I.

*Ancient History*:
Barron, R. A.
Cowles, J. P.
De Cou, Nellie.
Dolan, J. H.
Dufton, Lena.
Ferguson, G. A.
Freeman, J. A.
Grant, D. M.
Jermyn, P. T.
Kerfoot, H. W.
McKinnon, C.
Perry, P.
Perry, S. W.
Stothers, Minerva.

*British and Canadian History*:
Armstrong, W. G.
Clark, J. C.
Denyes, J. M.
Ferguson, John.
Hackett, E.
Harkness, Mary D.
Keillor, Jas.
Matthews, Jessie.
McCormack, Irene.
Reed, G. H.
Smith, D. E.
Smith, Margaret.
Ward, Ada L.
Wright, W. J.

*Chemistry*:
Arthur, C. C.
Bielby, G. H.
Ellis, Mina.
Ferguson, T. R.
Flock, F. A.
Forrester, J. W.
Jolliffe, E. H.
Moore, J. R.
Morrison, E.
Pugsley, E.
Sexton, J. H.
Shannon, S.
Tuck, J. R.

*Physics*:
Bell, J. S.
Brown, P. W.
Corkhill, E. J.
Firth, J. W.
Grainger, H. A.
Gundry, A. P.
Hall, W.
Hamilton, J. R.
Hofferd, G. W.
Jennings, W. A.
Marlin, L. A.
McLaurin, P. C.
McMillan, G. O.
Smith, F. P.
Walkom, D. T.
Williams, Edna J.
Wright, R.

*Algebra*:
Fairchild, A. H.
Dickenson, E. U.
Elliott, H. E.
Gourlay, R.
Hamilton, W. B.
Johnson, Leah B.
Nichol, W. W.
Spiers, T. E.
Witheril, E. R.

*Geometry*:
Campbell, J. D.
Cantelon, J. W.
Cornell, M. L.
Elliott, Jno.
Hills, Minnie.
Keith, G. W.
Massey, A. W.
McPhail, A. C.
Myer, A. N.
Rudlen, G. W.
Whyte, R.

*Latin*:
Bannister, J. A.
Bennett, J. S.
Bryan, H. W.
Dowsley, W. C.
Dugit, Rosalie.
Eby, Florence M.
Kerr, Chas. S.
Knight, Carrie.
Lowe, W. D.
McKeracher, Donalda.
Mooney, W. H. T.
Morrow, A. E.
Munro, P. F.
Solmes, Harriette M.
Tate, Mabel E.
Tremeer, J.

### Upper School Examination

*English*:
Baird, A. W.
Jeffries, John.
Jennings, E. W.
Jones, Laura.
Lawlor, Gertrude.
Morgan, J.
Story, Gladys.

*History*:
Houston, Jessie.
Logan, Jessie.
Macpherson, W. E.
Malcolm, Geo.
Norman, Lambert.

*Science*:
Calvert, J. F.

*English Grammar*:
Carlyle, J. A.

*Composition*:
Brown, H. W.
Edwards, Grace.
MacKay, Minnie B.
Nelson, A. E.
Yarwood, Mary.

*Literature*:
Atkin, Edith.
Code, Ethel M.
Collins, H. E.
Girdler, Winifred.
Jamieson, J. S.
Stevenson, O. J.

*Classics*:
Andrews, R. T.
Barnes, Chas. L.
Chase, R. M.
Colling, J.
Graves, Bessie.
Johnson, G. W.
May, Annie.
McCutcheon, Elsie.
McQuaig, H. M.
Ovens, Winnifred.
Passmore, S.
Salter, J. W.
Smith, G. O.
Smith, L. C.

Dandeno, J. B.
Gavin, F. P.
Hagan, J. W.
Ivey, T. J.
Madill, A. J.
Sanders, Charlotte.
Saunders, W. J.
Smeaton, Wm.

*Mathematics*:
Courtice, S. J.
Kirkconnell, T. A.
Merritt, R. N.
Rand, W. E.
Rutherford, W. W.
Taylor, Wilson.
Wren, J. S.

*French and German*:
Bale, Geo. S.
Clarke, F. H.
Ferguson, W. C.
Hogarth, E. S.
Reid, R.
Willson, Alice.

*Classics*:
Coombs, A. E.
Glassey, D. A.
Hardie, W.
Little, R.
Miller, E. A.
Twohey, W. J.

### Matriculation Examination

*History (British and Canadian)*:
Cudmore, S. A.
Foster, Jessie.
Gilmour, A.
Gray, Geo. L.
Norris, A. D.
Pattee, Mrs. Ada.

*French and German*:
Alford, Ethel.
Allen, Mabel E.
Ball, E. E.
Bunnell, Effie M.
Chandler, Pearl.
Conlin, Evelyn.
Dafoe, Norma.
Duncan, Ethel A
Feasby, W. J.
Gibson, Ethel.
Hamilton, Margaret A.
Hanna, E.
Henry, Lizzie C.
Kemp, Wm.
Laing, Constance.
McKellar, H. S.
Mueller, P. W.
Muir, Jessie.
Patterson, Harriet.
Steele, Flora E.
Tapscott, H. B.
Taylor, Mabel A.
Whitely, L. R.

*History (Ancient)*:
Adams, J. H.
Bonis, H.
Fletcher, Beatrice L.
Hally, Isobel.
Messmore, J. F.

*Physics*:
Hamilton, W. J.
Keast, W.
Marshall, Chas.

*Chemistry*:
Cornish, G. A.
Saunders, W. R.
Sine, Fred.

*Algebra*:
Crawford, J. T.
Iler, Helen A.
Munro, Margaret K.
Russell, J. W.

*Arithmetic*:
Henry, T. M.

*Geometry*:
Campbell, A.
Davison, J.
Ewers, C. F.
Kennedy, Thos.
McKay, J. M.
Windsor, Annie.

## III. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913

| Collegiate Institutes | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Barrie | Redditt, Thomas H. | B.A., Tor. | Eng., Fr. and German | 1893 | 31 | .... | 1,700 | ..... | ..... |
| | Hay, Andrew | ..... | Math. | 1882 | 34 | 8 | ..... | 1,300 | ..... |
| | Morrison, Alexander Selkirk | B.A., Queen's | Eng. and Hist. | 1905 | 10 | 4 | ..... | 1,300 | ..... |
| | Tate, Mabel E. | B.A., Tor. | Classics | 1908 | 7 | .... | ..... | ..... | 1,250 |
| | Preston, Thomas | B.A., B.Paed., Tor. | Science | 1910 | 17 | 2 | ..... | 1,350 | ..... |
| | Smith, S. Ada | M.A., Tor. | Commercial | 1912 | 2 | .... | ..... | ..... | 1,000 |
| | * | | | | | | | | |
| Berlin | Forsyth, David | B.A., Tor. | Math. | 1901 | $35\frac{1}{3}$ | 1 | 1,850 | ..... | ..... |
| | Williams, Walter Herbert | M.A., Queen's | Mods. and Hist. | 1905 | $8\frac{1}{3}$ | 2 | ..... | 1,750 | ..... |
| | Bridgman, Clara M. | ..... | Commercial | 1913 | 14 | 3 | ..... | ..... | 1,300 |
| | Martyn, Harold George | B.A., Tor. | Mods. and Hist. | 1904 | $10\frac{1}{3}$ | 3 | ..... | 1,550 | ..... |
| | Pugsley, Edmund | B.A., Vic. | Science | 1909 | 22 | .... | ..... | 1,500 | ..... |
| | Kerr, Charles S. | B.A., Tor. | Classics, Eng. and Hist. | 1911 | 25 | .... | ..... | 1,500 | ..... |
| | Brown, Harry Wilson | B.A., Queen's | ..... | 1905 | $7\frac{1}{4}$ | 17 | ..... | 1,350 | ..... |
| | Robb, Eleanor M. | ..... | ..... | 1912 | 3 | 2 | ..... | ..... | 750 |
| | Lee, Anna A. | ..... | ..... | 1912 | 3 | 4 | ..... | ..... | 900 |
| | Houston, Daniel Wesley | ..... | Manual Training | 1903 | $9\frac{1}{3}$ | 18 | ..... | 1,550 | ..... |
| | Ferguson, Edna M. | ..... | (Household Science Instr.) | 1910 | 8 | .... | ..... | ..... | 950 |
| | Hodgins, Nellie Kathleen | ..... | (Teacher of Typewriting) | 1909 | $2\frac{1}{2}$ | .... | ..... | ..... | 625 |
| | Osborn, Sergeant-Major | ..... | (Physical Director) | 1909 | ..... | .... | ..... | ..... | ..... |
| | Kerr, Muriel | ..... | (Physical Instr.) | 1912 | ..... | .... | ..... | ..... | ..... |
| Brantford | Burt, Arthur William | B.A., Tor. | Mods. and Eng. | 1893 | 34 | .... | 2,100 | ..... | ..... |
| | Passmore, Samuel Francis | M.A., Tor. | Classics | 1885 | 33 | .... | ..... | 1,500 | ..... |
| | Coates, Daniel Harsum | B.A., Tor. | Math. | 1893 | 25 | .... | ..... | 1,500 | ..... |
| | Bunnell, Effie Maria | B.A., Tor. | Eng., Fr., and German | 1891 | 21 | .... | ..... | ..... | 1,500 |
| | Stewart, David H. | B.A., Tor. | ..... | 1910 | $2\frac{1}{3}$ | $1\frac{1}{2}$ | ..... | 1,300 | ..... |
| | Dunlop, Charles G. | ..... | ..... | 1911 | 3 | 1 | ..... | 1,100 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | McCallum, Laura | | Art (Interim) | 1912 | 5 | 1½ | | | 1,150 |
| | Shultis, Adam | | Commercial | 1896 | 16 | 11 | | 1,500 | |
| | Hamilton, James R. | B.A., Tor. | Science | 1912 | 15 | 1 | | 1,500 | |
| | Murray, Louise M. (Interim) | B.A., Tor. | Eng. and Hist. | 1912 | 2 | | | | 900 |
| | O'Neill, Morgan J. (Interim) | | | 1912 | 1 | 2½ | | 1,100 | |
| | Connor, Carl Y. (Interim) | B.A., Tor. | | 1912 | ½ | | | 1,000 | |
| | Ryan, Gertrude (Interim) | | | 1912 | 3 | | | | 700 |
| | Hartley, Edna | | (Household Science Instr.) | 1910 | 3 | 1 | | | 550 |
| Brockville | Husband, Almeron Judson | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1895 | 17 | 3 | 1,900 | | |
| | Forbes, John William | B.A., Tor. | Math. | 1901 | 16 | 3 | | 1,500 | |
| | Dowsley, William Clinton | M.A., Queen's | Classics, Eng. and Hist. | 1907 | 13 | 4 | | 1,500 | |
| | McGuire James F. | M.A., Queen's | Science | 1907 | 9 | 9 | | 1,500 | |
| | Somerville, Thos. C. | B.A., Tor. | Mods. and Hist. | 1909 | 18½ | 1 | | 1,500 | |
| | Giles, A. Edith | | Art (Interim) | 1890 | 23 | 3 | | | 1,050 |
| | Richardson, Kate | | Commercial | 1898 | 17 | 6 | | | 1,150 |
| | McCormack, Mary Irene | B.A., Queen's | | 1907 | 5 | 2 | | | 1,000 |
| | Beattie, Lewis S. | | | 1910 | 4 | | | 1,150 | |
| Chatham | Twohey, William James | M.A., Tor. | Classics | 1904 | 28 | | 2,000 | | |
| | Paterson, David Smith | B.A., Tor. | Eng., Fr. and Ger. | 1888 | 36 | 1½ | | 1,600 | |
| | Taylor, Wilson | B.A., Tor. | Math. | 1894 | 27 | 2½ | | 1,600 | |
| | Edward, Frankland Ward | | Commercial | 1907 | 7½ | | | 1,600 | |
| | Sexsmith, William Newton | B.A., Tor. | Eng. and Hist. | 1907 | 8½ | 3 | | 1,600 | |
| | Miller, Gideon Alexander (Interim) | M.A., Queen's | Science | 1912 | 2½ | 19 | | 1,400 | |
| | Fleming, Maude E. | M.A., Queen's | Mods. and Hist. | 1912 | 6 | | | | 1,200 |
| | Gregory, Stella Lavina | | | 1911 | 6 | 2 | | | 1,050 |
| | Jewitt, Oliver Victor (Interim) | B.A., Tor. | Math. and Phys. | 1912 | ½ | | | 1,200 | |
| | Kerr, Mrs. Winnabel E. (Interim) | B.A., McMaster | | 1913 | 1½ | 5 | | | 1,000 |
| Clinton | Treleaven, John Wesley | B.A., Tor. | Classics | 1907 | 21 | | 1,600 | | |
| | Delmage, Edith Rachael | B.A., McMaster | Math. | 1906 | 8 | 4 | | | 1,200 |
| | Macdougall, Isabella J. | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1910 | 6⅔ | 3 | | | 1,200 |
| | Stone, Alena (Interim) | | Commercial | 1912 | 2½ | 1½ | | | 1,000 |
| | Bell, Helen (Interim) | B.A., Tor. | Science | 1912 | ½ | | | | 1,300 |
| | Reynolds, Myrtle V. (Interim) | B.A., Western | | 1913 | | 1 | | | 800 |
| Cobourg | Arthur, Colin Clayton | M.A., Queen's | Science | 1893 | 21 | 1 | 1,750 | | |
| | Odell, John William | B.A., Tor. | Math. | 1895 | 20⅔ | 3 | | 1,400 | |
| | Jones, Laura Lucinda | B.A., Tor. | Eng., Fr. and Ger. | 1898 | 19½ | | | | 1,250 |
| | Bannister, John A. | B.A., Queen's | Classics (Interim) | 1911 | 3 | 13 | | 1,400 | |
| | Ashall, Frances M. | B.A., Tor. | Math. | 1912 | 4½ | | | | 1,300 |
| | Johnston, Agnes M. | | Commercial | 1911 | 9 | 3 | | | 1,150 |
| | Ellison, Abel * | | (Physical Director) | 1911 | | | | | |

* Assistant to be appointed.

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| Collegiate Institutes | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Collingwood .. | Brown, Percy William | B.A., Queen's | Science | 1906 | 18 | 4 | 1,700 | ..... | ..... |
| | Upshall, Benjamin A. | B.A., Tor. | Classics | 1911 | 3 1/12 | .... | ..... | 1,500 | ..... |
| | Smith, Margaret | ..... | Commercial | 1907 | 18 | 3 | ..... | ..... | 1,150 |
| | Hunter, Henry S. | M.A., Queen's | Math. and Phys. (Interim) ... | 1912 | 2 1/12 | .... | ..... | 1,400 | ..... |
| | Feasby, William J. | B.A., Queen's | Mods. & Hist. (Int.), Fr. & Ger. | 1912 | 4 1/12 | 5 | ..... | 1,400 | ..... |
| | Dafoe, Helen I. .....(Interim) | B.A., Tor. | Mods. and Hist. | 1912 | 1/12 | .... | ..... | ..... | 900 |
| | Close, James O. | ..... | (Manual Training Instr.) .. | 1912 | | .... | ..... | 1,200 | ..... |
| | Laughland, J. | B.S.A., Tor. | (Agriculture Instructor) ... | 1911 | 1 | .... | ..... | 1,200 | ..... |
| Fort William | Wood, Elmore Everton | M.A., McMaster | Math. | 1902 | 9 1/12 | 2 | 2,200 | ..... | ..... |
| | Cornell, Maurice Leo | M.A., Queen's | Math. | 1910 | 5 | .... | ..... | 1,700 | ..... |
| | Parlee, Edith | ..... | Commercial | 1908 | 18 1/12 | 10 | ..... | ..... | 1,500 |
| | Grant, Christina Cameron | B.A., Tor. | Mods. and Hist. | 1908 | 10 1/12 | 9 | ..... | ..... | 1,500 |
| | Madill, Alonzo James | B.A., McMaster | Science | 1911 | 10 | 3 1/2 | ..... | 1,700 | ..... |
| | Lewis, Nora .....(Interim) | B.A., Tor. | Classics | 1912 | 1/12 | .... | ..... | ..... | 1,200 |
| | Collins, George W. | B.S.A., Tor. | (Agriculture Instructor) .... | 1911 | 1 | .... | ..... | 1,500 | ..... |
| Galt ..... | Carscadden, Thomas | M.A., Tor. | Eng. and Hist. | 1885 | 39 | 3 | 1,900 | ..... | ..... |
| | Evans, William Edwin | B.A., Queen's | Commercial | 1892 | 23 | 4 | ..... | 1,600 | ..... |
| | Hamilton, Robert Somervaille .... | M.A., Tor. | Science | 1894 | 23 | .... | ..... | 1,600 | ..... |
| | Carter, Janet Wishart | M.A., Tor. | Eng. & Hist. (Int.), Fr. & Ger.. | 1901 | 20 | .... | ..... | ..... | 1,550 |
| | Morrow, Archibald Elston | B.A., Tor. | Classics | 1905 | 23 | .... | ..... | 1,600 | ..... |
| | Cameron, John Shaw | B.A., Queen's | Math. | 1909 | 17 | 1 | ..... | 1,600 | ..... |
| | Fleming, Louis Charles | ..... | ..... | 1910 | 4 | 12 | ..... | 1,400 | ..... |
| | Kersey, Robert Reid | M.A., Tor. | ..... | 1910 | 3 | 3 | ..... | 1,300 | ..... |
| | Smith, Arthur Frederick | B.A., McMaster | ..... | 1910 | 2 1/12 | .... | ..... | 1,300 | ..... |
| | Ward, Ada Louise | M.A., Tor. | Mods. and Hist. | 1911 | 4 1/12 | 3 | ..... | ..... | 1,100 |
| | Braucht, Frank Eugene | ..... | Manual Training | 1912 | 3 | 12 | ..... | 1,300 | ..... |
| | Twiss, Fannie Adelia | ..... | Household Science | 1907 | 5 | .... | ..... | ..... | 1,000 |
| | Hart, Frank Cyril | B.S.A., Tor. | (Agriculture Instr.) | 1907 | 5 | 3 | ..... | 1,600 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Goderich | Hume, John Patterson | B.A., Queen's | Science | 1911 | 21 | .... | 1,800 | ..... | ..... |
| | Strang, Hugh Innis | B.A., LL.D., Tor. | Classics | 1871 | 45 | 3 | ..... | 1,250 | ..... |
| | Robertson, Alex. Morton | M.A., Queen's | Math., Fr. and Ger. | 1908 | 17½ | 3 | ..... | 1,400 | ..... |
| | Clifford, Margaret K. | M.A., B.Fæd., Queen's | Mods. & Hist., Eng. & Hist. | 1912 | 5¼ | 5 | ..... | ..... | 1,300 |
| | Hodge, Gertrude Agnes | B.A., Tor. | ..... | 1909 | 4 | 1 | ..... | ..... | 800 |
| | Fraser, Lilian B. (Interim) | ..... | Commercial | 1912 | 1 | ½ | ..... | ..... | 1,000 |
| | Durnin, Letitia Edith (Interim) | ..... | ..... | 1912 | ½ | 5 | ..... | ..... | 800 |
| Guelph | Davison, James | B.A., Vic. | Math. | 1892 | 38 | 2 | 2,000 | ..... | ..... |
| | Skinner, Kate Clara | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1895 | 18 | 1 | ..... | ..... | 1,250 |
| | Charlesworth, John William | B.A., Queen's | ..... | 1888 | 25 | 3 | ..... | 1,450 | ..... |
| | Luton, James T. | M.A., Tor. | Classics | 1909 | 14 | 5 | ..... | 1,650 | ..... |
| | McNiece, James | B.A., Tor. | Science | 1910 | 17 | 3 | ..... | 1,650 | ..... |
| | Taylor, Daisy E. | ..... | ..... | 1908 | 4½ | 6 | ..... | ..... | 900 |
| | Shepherd, Eleanor M. | M.A., Trin. | ..... | 1913 | 3½ | 1 | ..... | ..... | 1,100 |
| | Blyth, Sara | ..... | Commercial | 1910 | 7½ | 7 | ..... | ..... | 1,250 |
| | Archibald, Robert Harvey | ..... | ..... | 1911 | 2½ | .... | ..... | 1,150 | ..... |
| | Hartford, Jas. Jos. Francis (Inter.) | ..... | ..... | 1911 | 2½ | 3 | ..... | 1,150 | ..... |
| Hamilton | Thompson, Robert Allan | B.A.,Tor.,LL.D.,McM. | Math. | 1885 | 27 | .... | 3,000 | ..... | ..... |
| | Turner, John Burgess | B.A., Queen's | Math., Science | 1885 | 31 | 3 | ..... | 2,400 | ..... |
| | Logan, William McGregor | M.A., Tor. | Classics | 1892 | 27 | .... | ..... | 2,200 | ..... |
| | Hogarth, Eber Septimus | B.A., Tor. | Eng., Fr. and Ger. | 1892 | 24 | .... | ..... | 2,200 | ..... |
| | McGarvin, Michael James | B.A., Tor. | Mods. and Hist. | 1906 | 6½ | 1¾ | ..... | 2,000 | ..... |
| | Simpson, Benjamin L. | M.A., Queen's | Math. | 1905 | 7½ | 3 | ..... | 1,800 | ..... |
| | Morris, Arthur Whitman | M.A., Tor. | Classics | 1906 | 8 | 5 | ..... | 1,800 | ..... |
| | Johnston, George Lang | B.A., Queen's | Art (Interim), Commercial | 1888 | 25 | 3 | ..... | 1,800 | ..... |
| | Armstrong, Geo. Francis | B.A., Tor. | Math. | 1907 | 10½ | 1½ | ..... | 1,800 | ..... |
| | Morrison, Edward | B.A., Tor. | Science | 1907 | 6½ | 6 | ..... | 1,700 | ..... |
| | Marshall, Charles Frederick | B.A., Tor. | Science | 1909 | 5½ | .... | ..... | 1,600 | ..... |
| | Freeman, John Alexander | B.A., Tor. | Classics | 1909 | 24 | .... | ..... | 1,600 | ..... |
| | McGee, Cyril Houghton | B.A., Trin. | Math. | 1909 | 16 | .... | ..... | 1,600 | ..... |
| | Moffatt, William John | B.A., Queen's | ..... | 1909 | 3¾ | 12 | ..... | 1,600 | ..... |
| | Collins, Herbert Eugene | B.A., Tor. | Mods. and Hist. | 1911 | 6½ | .... | ..... | 1,600 | ..... |
| | Robinson, John Beverley (Interim) | B.A.,Qn's,B.Paed.,Tor | Eng. and Hist. | 1910 | 3 | 22 | ..... | 1,600 | ..... |
| | Edwards, John James (Interim) | B.A., Queen's | Fr. and Ger. | 1911 | 2½ | 6 | ..... | 1,400 | ..... |
| | Taylor, Mabel Annie | B.A., Queen's | Mods. and Hist. (Interim) | 1904 | 9 | 4½ | ..... | ..... | 1,200 |
| | Sheppard, Alton M. | B.A., Tor. | Math. | 1911 | 4 | 2½ | ..... | 1,400 | ..... |
| | Price, Charles F. (Interim) | B.A.,Tor. and Western | Eng. and Hist. | 1913 | 2 | 8 | ..... | 1,400 | ..... |
| | Elmslie, Kate | ..... | ..... | 1908 | 4½ | 6 | ..... | ..... | 800 |
| | Edwards, Mabel Cordelia | ..... | ..... | 1908 | 6½ | .... | ..... | ..... | 800 |
| | Hill, Mary Alpena | ..... | ..... | 1909 | 11 | 4 | ..... | ..... | 800 |
| | Davidson, Margaret Cheyne | ..... | ..... | 1876 | 37 | 14 | ..... | ..... | 500 |
| | Syme, John James | ..... | (Drill Instructor) | 1905 | ..... | .... | ..... | ..... | ..... |

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| Collegiate Institutes | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Ingersoll ..... | Briden, William ..... | B.A., Queen's ..... | Classics and Eng. ..... | 1886 | 32 | ½ | 1,600 | ..... | ..... |
| | Barker, George A. ..... | ..... | Commercial ..... | 1911 | 5 | 11 | ..... | 1,300 | ..... |
| | Bielby, George Henry ..... | B.A., Tor. ..... | Science ..... | 1911 | 5½ | 7 | ..... | 1,400 | ..... |
| | Francis, Annie Buchan ..... | B.A., Tor. ..... | Mods. and Hist. ..... | 1908 | 10 | 1 | ..... | ..... | 1,300 |
| | Hills, Minnie ..... | B.A., Tor. ..... | Math. ..... | 1910 | 11 | .... | ..... | ..... | 1,300 |
| | Tanton, Francis ..... | ..... | Manual Training ..... | 1908 | 4½ | 11 | ..... | 1,300 | ..... |
| Kingston ..... | Sliter, Ernest Oscar ..... | M.A., Tor. ..... | Classics ..... | 1888 | 25 | .... | 1,900 | ..... | ..... |
| | Sills, William Ryerson ..... | M.A., Queen's ..... | Math. ..... | 1897 | 21 | 3 | ..... | 1,600 | ..... |
| | Bale, George Sidney ..... | B.A., Tor. ..... | Eng. and Hist., Fr. and Ger.. | 1906 | 12 | .... | ..... | 1,600 | ..... |
| | Anderson, William George ..... | B.A., Tor. ..... | Eng. and Hist., Classics .... | 1909 | 11½ | 3½ | ..... | 1,600 | ..... |
| | Fraser, James William ..... | B.A., Tor. ..... | ..... | 1904 | 9½ | 10 | ..... | 1,300 | ..... |
| | Anderson, Frank Cecil ..... | B.A., Queen's ..... | Science, Com. ..... | 1909 | 10 | 5 | ..... | 1,400 | ..... |
| | Saunders, William John ..... | M.A., Qns.; M.S., Chic | Science ..... | 1908 | 12½ | 3 | ..... | 1,600 | ..... |
| | Hedley, William Powell ..... | B.A., Tor. ..... | Math. ..... | 1908 | 8½ | 8 | ..... | 1,400 | ..... |
| | Chase, Reginald M. ..... | B.A., Tor. ..... | Classics ..... | 1910 | 7 | .... | ..... | 1,300 | ..... |
| | Henstridge, Elizabeth ..... | M.A., Queen's ..... | Eng. and Hist., Fr. and Ger.. | 1907 | 11½ | 7 | ..... | ..... | 1,100 |
| | Chown, Hattie L. ..... | ..... | ..... | 1905 | 8 | 20 | ..... | ..... | 900 |
| | Jenkins, Robert Smith ..... | M.A., Tor. ..... | Eng. & Hist. (Int.), Fr. & Ger. Classics ..... | 1912 | 8½ | .... | ..... | 1,400 | ..... |
| | Kelly, James Wilfred (Interim) .. | B.A., Queen's ..... | ..... | 1912 | ½ | 15 | ..... | 1,300 | ..... |
| | Palmer, George A. ..... | ..... | (Drill Instructor) ..... | 1910 | ..... | .... | ..... | ..... | ..... |
| Lindsay ..... | Kirkconnell, Thomas A. ..... | B.A., Queen's ..... | Math. ..... | 1908 | 27 | 3 | 1,900 | ..... | ..... |
| | Jennings, Edwin Wm. ..... | B.A., Tor. ..... | Eng. and Hist. ..... | 1909 | 10 | 4 | ..... | 1,600 | ..... |
| | Lucas, Gavin A. ..... | B.A., Tor. ..... | Commercial ..... | 1910 | 10 | 6 | ..... | 1,500 | ..... |
| | Manning, Gordon ..... | B.A., Tor. ..... | Eng. and Hist. (Interim) .... | 1910 | 2½ | 2 | ..... | 1,400 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Firth, Thomas | M.A., Tor. | Science | 1912 | 2½ | 2½ | 1,500 | | |
| | Moir, Catherine Elizabeth | | | 1908 | 18½ | 4 | | 1,000 | |
| | Wheelton, Leonard | | | 1911 | 4½ | 2 | 1,300 | | |
| | Owens, Charles R. (Interim) | M.A., Queen's | Classics | 1912 | ½ | 4 | 1,500 | | |
| | Crerar, J. Stewart (Interim) | B.A., Queen's | | 1912 | ½ | 4½ | 1,200 | | |
| | Gibson, Ethel | B.A., Tor. | Mods. and Hist. | 1912 | 7½ | | | 1,300 | |
| | MacKenzie, D. A. | B.S.A., Tor. | (Agriculture Instructor) | 1909 | 3 | | 1,400 | | |
| London | McCutcheon, Fred. Wm. Caswell | B.A., Tor. | Fr.&Ger.(Int.)Math.,Eng.&H. | 1900 | 15½ | | 2,500 | | |
| | McVicar, Archibald | B.A., Tor. | Eng. and Hist. | 1903 | 15½ | 4½ | 1,800 | | |
| | Stuart, Frederick Alfred | M.A., Tor. | Science | 1903 | 18 | | 1,800 | | |
| | Overholt, Arthur Milton | M.A., McMaster | Math. | 1908 | 13 | ½ | 1,800 | | |
| | MacDonald, Geo. Leslie | B.A., Tor. | Eng., Fr. and Ger. | 1908 | 20 | 7 | 1,800 | | |
| | McKellar, Herbert S. | B.A., Tor. | Fr. and Ger. | 1909 | 17½ | | 1,800 | | |
| | Dickenson, James Arthur | | Commercial | 1895 | 26 | 4 | 1,800 | | |
| | Andrus, Guy Ambrose | | | 1888 | 28 | 7⅓ | 1,700 | | |
| | Riddell, Frank P. | B.A., Tor. | Classics | 1898 | 23 | | 1,800 | | |
| | Mooney, Wm. H. Thos. | B.A., Tor. | Classics (Interim) | 1903 | 10½ | 6 | 1,800 | | |
| | Gray, Neil Roy | B.A., Tor. | Mods. and Hist. | 1904 | 9½ | 3 | 1,700 | | |
| | Cameron, John H. | | | 1911 | 5½ | 13 | 1,700 | | |
| | Buchanan, John Alexander | B.A., Queen's | Commercial | 1907 | 11½ | 3 | 1,700 | | |
| | Walker, Arthur John | B.A., Queen's | | 1908 | 9 | 8 | 1,700 | | |
| | McRoberts, Joseph H. W. | | | 1911 | 4 | 16 | 1,700 | | |
| | Calvert, Joseph Fletcher | M.A., McMaster | Science | 1909 | 8 | 1½ | 1,700 | | |
| | Martin, Stephen | B.A., Tor. | Math. | 1912 | 26½ | 3½ | 1,700 | | |
| | Bluett, Claude K. (Interim) | B.A., Queen's | | 1912 | ½ | 14 | 1,500 | | |
| | Anderson, Jessie Inglis | B.A., Tor. | Mods. and Hist. | 1906 | 7½ | | | 1,400 | |
| | Kelso, Alice C. | | | 1897 | 17½ | 2½ | | 1,400 | |
| | Kent, Eleanor | | Commercial | 1912 | 14 | 2½ | | 1,400 | |
| | Winnett, Violet (Interim) | B.A., Western | | 1912 | ½ | | | 1,300 | |
| | Davidson, S. Kelso | | (Art Instructor) | 1887 | 32 | | 900 | | |
| | Macpherson, Mary C. | B.A., Queen's | (Household Science Instr.) | 1908 | 10 | | | 1,000 | |
| | Gregory, William | | (Drill Instructor) | 1902 | | | | | |
| | Slatter, Albert | | (Drill Instructor) | 1911 | | | | | |
| Morrisburg | Jamieson, James Smyth | M.A., Vic. | Eng. | 1882 | 37 | 4 | 1,600 | | |
| | Boyd, Annie Alicia | M.A., Queen's | Commercial, Science | 1907 | 8½ | 8 | | 1,450 | |
| | Henry, Thos. McKee | B.A., Tor. | Math. | 1908 | 29 | 4 | 1,450 | | |
| | Mackintosh, Helen C. | M.A., Queen's | Fr. and German | 1911 | 2½ | | | 950 | |
| | Pringle, Gertrude | B.A., Tor. | Classics | 1912 | 7½ | ½ | | 1,350 | |
| | Bradt, Emerson Peart | B.S.A., Tor. | (Agriculture Instructor) | 1912 | 1 | | 1,200 | | |
| | Vining Roy | B.S.A., Tor. | (Agriculture Instructor) | 1912 | ½ | | 600 | | |
| Napanee | Flach, Ulysses Jacob | M.A., Tor. | Math. | 1900 | 24 | | 1,700 | | |
| | Corkhill, Edward J. | B.A., Queen's | Science | 1913 | 24 | 2 | 1,500 | | |
| | Dickey, Mary Ada | B.A., Tor. | Mods. and Hist. | 1910 | 10 | | | 1,300 | |

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| Collegiate Institutes | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Napanee— .. | Moir, Isabella | ..... | Commercial | 1909 | 5½ | 8 | ..... | ..... | 1,100 |
| | Taylor, William B. .....(Interim) | M.A., Tor. | Classics | 1912 | ½ | 1½ | ..... | 1,200 | ..... |
| | Brown, William Bertram (Interim) | B.A., Tor. | ..... | 1912 | ½ | .... | ..... | 1,000 | ..... |
| | Curran, George B. | B.S.A., Tor. | (Agriculture Instructor) ... | 1912 | ..... | .... | ..... | 1,200 | ..... |
| | Kedey, William | ..... | (Asst. Agr. Instr.) | 1912 | ..... | .... | ..... | 600 | ..... |
| Niagara Falls . | Dickson, James D. | B.A., Tor. | Math. | 1893 | 25 | 3 | 2,000 | ..... | ..... |
| | Walker, David McKenzie | ..... | Commercial | 1893 | 23 | 16 | ..... | 1,600 | ..... |
| | Will, George Edwin | B.A., Tor. | Classics | 1901 | 13 | 3 | ..... | 1,600 | ..... |
| | Logan, Jessie McKenzie | B.A., Tor. | Mods. and Hist. | 1907 | 5½ | .... | ..... | ..... | 1,400 |
| | Ward, Clara Anne | B.A., Tor. | Mods. and Hist. | 1910 | 9½ | .... | ..... | ..... | 1,400 |
| | Tuck, John Raphael | M.A., Queen's | Science | 1911 | 4½ | 5½ | ..... | 1,600 | ..... |
| | Bicknell, Harry Elmer ..(Interim) | ..... | Art | 1912 | 1½ | ½ | ..... | 1,250 | ..... |
| | Norrish, Vera E. .....(Interim) | B.A., Queen's | ..... | 1913 | 1½ | .... | ..... | ..... | 1,200 |
| Orillia ..... | Lillie, John T. | B.A., Vic. | Classics | 1910 | 25½ | .... | 1,700 | ..... | ..... |
| | Doidge, Thomas Clarke | B.A., Tor. | Math., Commercial | 1899 | 19 | 8 | ..... | 1,450 | ..... |
| | Sanders, Charlotte | B.A., McMaster | Commercial (Int.), Science... | 1910 | 8 | 1 | ..... | ..... | 1,400 |
| | Duncan, Ethel Anne | B.A., Tor. | Mods. and Hist. | 1908 | 5½ | ½ | ..... | ..... | 1,200 |
| | Clark, Ira Ethelbert | ..... | ..... | 1906 | 6½ | 7 | ..... | 1,000 | ..... |
| | Cunningham, Carrie | M.A., Tor. | Eng. and Hist. | 1911 | 3 | 1½ | ..... | ..... | 1,050 |
| | O'Brien, William James | ..... | Commercial | 1912 | 2½ | 5½ | ..... | 1,400 | ..... |
| | Arthur, Nellie .....(Interim) | B.A., Queen's | Mods. and Hist. | 1913 | 3 | 2½ | ..... | ..... | 1,000 |
| Ottawa ..... | McDougall, Alexander Hiram | B.A.,Tor.; LL.D.,Qns. | Math. | 1889 | 29 | .... | 3,200 | ..... | ..... |
| | Macmillan, John | B.A., LL.D., Tor. | Eng. | 1864 | 48 | 5 | ..... | 2,300 | ..... |
| | Campbell, Daniel Alexander | B.A., Tor. | Science | 1896 | 16 | 3 | ..... | 2,300 | ..... |
| | Marty, Aletta Elise | M.A., Queen's | Fr. and Ger. | 1903 | 18 | 3 | ..... | ..... | 2,200 |
| | Norris, Isaac Taylor | B.A., Queen's | Math. | 1898 | 17 | .... | ..... | 2,200 | ..... |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Hardie, William | B.A., Tor. | Classics | 1905 | 21 | .... | ..... | 2,200 | ..... | |
| | Stothers, Robert | B.A., Queen's | | 1887 | 26 | 8 | ..... | 2,200 | ..... | |
| | Hood, Finlay | | Commercial, Art | 1906 | 8 | 7 | ..... | 1,800 | ..... | |
| | Simpson, Robert S. | | Commercial | 1903 | 14 | 9 | ..... | 1,900 | ..... | |
| | Smeaton, William | B.A., Tor. | Science | 1906 | 12½ | 1½ | ..... | 1,900 | ..... | |
| | Nichol, William Wallace | B.A., Tor. | Math. | 1909 | 15½ | 1½ | ..... | 1,900 | ..... | |
| | Stevenson, Wm. John | | | 1906 | 22 | 8 | ..... | 1,800 | ..... | |
| | Tomkins, Elizabeth Augusta | | | 1902 | 10½ | 19 | ..... | ..... | 1,400 | |
| | McManus, Emily | M.A., Queen's | Eng. and Hist. | 1906 | 17 | 3½ | ..... | ..... | 1,400 | |
| | Keogh, Lucius Richard | | | 1907 | 6½ | 8½ | ..... | 1,600 | ..... | |
| | Mann, Harry Clarke | B.A., McMaster | | 1907 | 5½ | 6 | ..... | 1,600 | ..... | |
| | Graham, William Andrew | B.A., Tor. | | 1908 | 14½ | 3 | ..... | 1,700 | ..... | |
| | McMillan, George O. | M.A., Queen's | Science | 1909 | 7 | ½ | ..... | 1,800 | ..... | |
| | Kaiser, Jesse Bermath | | | 1909 | 19 | 4 | ..... | 1,600 | ..... | |
| | Muir, Jessie | B.A., Queen's | Fr. and Ger. (Interim) | 1909 | 3½ | 8 | ..... | ..... | 1,300 | |
| | Mabee, George Elliott | B.A., Tor. | Classics (Interim), Fr. & Ger. | 1910 | 19½ | .... | ..... | 1,700 | ..... | |
| | Lane, James Stanley | B.A., Tor. | Fr. and Ger. | 1911 | 16 | .... | ..... | 1,500 | ..... | |
| | Stewart, George B. | B.A., Queen's | Math. | 1911 | 3½ | 2 | ..... | 1,400 | ..... | |
| | Gilchrist, Dugald A. | B.A., B.Pæd., Tor. | Eng. and Hist. | 1912 | 7½ | 7 | ..... | 1,800 | ..... | |
| | Donaldson, William | B.A., Tor. | Science | 1912 | 12 | 5½ | ..... | 1,500 | ..... | |
| | Smith, Clayton Richard | | Art (Interim), Commercial | 1912 | 4 | 5 | ..... | 1,500 | ..... | |
| | Smith, Henry L. | | | 1912 | 3 | 6½ | ..... | 1,400 | ..... | |
| | Huggins, Sergeant-Major | | (Physical Director) | 1912 | ..... | .... | ..... | ..... | ..... | |
| Owen Sound | Murray, Thomas | B.A., Tor. | Math. | 1897 | 19 | .... | 2,150 | ..... | ..... | |
| | Packham, James Henry | B.A., Vic. | Math., Commercial | 1884 | 29½ | 2 | ..... | 1,650 | ..... | |
| | Brown, Lyman | M.A., Tor. | Classics | 1903 | 15½ | 1½ | ..... | 1,650 | ..... | |
| | Elmslie, Wallace | B.A., Tor. | Mods. and Hist. | 1909 | 11½ | .... | ..... | 1,650 | ..... | |
| | Robertson, George A. | B.A., Tor. | Science | 1909 | 8½ | 5 | ..... | 1,650 | ..... | |
| | Whitely, Lester R. | B.A., Tor. | Mods. and Hist. | 1910 | 10½ | .... | ..... | 1,650 | ..... | |
| | Dowkes, William J. | | | 1903 | 9 | 12 | ..... | 1,250 | ..... | |
| | Asselstine, Oliver | M.A., Queen's | Math. | 1907 | 5½ | .... | ..... | 1,350 | ..... | |
| | Edwards, Grace | M.A., Tor. | Mods. and Hist. (Interim) | 1909 | 4½ | .... | ..... | ..... | 1,150 | |
| | Shaver, Charles A. ....(Interim) | B.A., Queen's | | 1909 | 4½ | 4½ | ..... | 1,150 | ..... | |
| | Lailey, Marion B. ....(Interim) | B.A., Tor. | | 1912 | 1 | .... | ..... | ..... | 850 | |
| | Pritchard, Frances Palmer | | (Household Science Instr.) | 1907 | 6 | .... | ..... | ..... | 800 | |
| | Mann, William S. | | (Manual Training Instr.) | 1912 | ..... | .... | ..... | 1,000 | ..... | |
| Perth | Marlin, Lewis Alexander | M.A., Queen's | Science | 1910 | 5 | 7 | 1,700 | ..... | ..... | |
| | Cowan, Margaret Taylor | B.A., Tor. | Classics | 1910 | 6½ | .... | ..... | ..... | 1,300 | |
| | MacKenzie, D. Hardy...(Interim) | B.A., Tor. | Math. | 1911 | 2 | .... | ..... | 1,400 | ..... | |
| | McRae, Donella Maud | B.A., Queen's | Mods. and Hist. | 1911 | 8½ | 2 | ..... | ..... | 1,200 | |
| | Walker, Helen Campbell. (Interim) | B.A., Queen's | | 1911 | 1½ | .... | ..... | ..... | 850 | |
| | Clark, Donald McKenzie. (Interim) | | Commercial | 1912 | 1½ | .... | ..... | 1,300 | ..... | |
| | Woltz, George Leslie | | (Agriculture Instr.) | 1912 | ½ | .... | ..... | 800 | ..... | |

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| Collegiate Institutes | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Peterborough | Kenner, Henry Rowe H. | B.A., Tor. | Classics | 1893 | 24 | ½ | 2,200 | ..... | ..... |
| | Fessenden, Cortez | M.A., Trin. | Math. | 1890 | 37 | 3 | ..... | 1,780 | ..... |
| | Weir, Annie | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1904 | 16 | 6 | ..... | ..... | 1,655 |
| | Stubbs, Samuel James | B.A., Tor. | Eng. and Hist., Classics | 1907 | 16 | 3 | ..... | 1,655 | ..... |
| | Harvey, John Franklyn | B.A., Queen's | ..... | 1907 | 5½ | 9 | ..... | 1,350 | ..... |
| | Pettit, Louis John | B.A., Queen's | Eng. and Hist. | 1908 | 7½ | 3 | ..... | 1,655 | ..... |
| | Alford, Ethel | M.A., Queen's | Fr. and Ger. (Interim) | 1909 | 4½ | 5 | ..... | ..... | 1,350 |
| | Fergusson, George A. | B.A., Tor. | Classics | 1910 | 9½ | 2 | ..... | 1,605 | ..... |
| | Firth, Joseph Wilson | B.A., Tor. | Science | 1910 | 5 | 2 | ..... | 1,600 | ..... |
| | Colling, George F. | B.A., Tor. | Math. | 1911 | 14 | .... | ..... | 1,555 | ..... |
| | Jamieson, Clinton Egerton | ..... | Commercial | 1911 | 8½ | 1 | ..... | 1,500 | ..... |
| | Mackay, Donald A. | B.A., Queen's | Science | 1912 | 12 | 5 | ..... | 1,600 | ..... |
| Picton | Minns, James Edward | B.A., Vic. | Math., Science | 1911 | 21 | 3 | 1,700 | ..... | ..... |
| | Bigg, Edmund Murney | M.A., Tor. | Science | 1906 | 39 | .... | ..... | 1,400 | ..... |
| | Kerfoot, Horace Watson | B.A., Queen's | Classics (Interim) | 1911 | 8 | 11 | ..... | 1,500 | ..... |
| | Mallory, Bertha | ..... | Commercial | 1909 | 5½ | 10 | ..... | ..... | 1,100 |
| | Solmes, Harriette Mary | B.A., Queen's | ..... | 1912 | 5 | 1½ | ..... | ..... | 1,000 |
| | Ingham, Bruce .....(Interim) | B.A., Tor. | Eng. & Hist., Mods. & Hist. | 1912 | ½ | .... | ..... | 1,200 | ..... |
| | MacVannell, Alexander P. | B.S.A., Tor. | (Agriculture Instr.) | 1909 | 3½ | .... | ..... | 1,500 | ..... |
| Port Arthur | Howell, William B. L. | B.A., Tor. | Classics | 1904 | 15 | .... | 2,100 | ..... | ..... |
| | Cranston, David Loudon | B.A., Tor. | Math. | 1907 | 9 | .... | ..... | 1,800 | ..... |
| | Cloney, S. Louise | M.A., Queen's | Eng. and Hist., Fr. and Ger. | 1910 | 16 | 4 | ..... | ..... | 1,400 |
| | Rosevear, Howard Stanley | B.A.,Tor.; M.A.,Harv. | Commercial (Int.),Science | 1910 | 17 | .... | ..... | 1,800 | ..... |
| | Aitchison, Belle | ..... | ..... | 1903 | 18 | 3 | ..... | ..... | 1,200 |
| | Bartlett, Cora | ..... | Commercial (Interim) | 1912 | 2 | 6½ | ..... | ..... | 1,400 |
| | Whiddon, John W. | ..... | (Manual Training Instr.) | 1910 | 2 | 7 | ..... | 1,650 | ..... |
| | Gowsell, Hattie M. | ..... | (Household Science Instr.) | 1911 | 1½ | 6 | ..... | ..... | 900 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Renfrew | Bryan, Hugh Wallace | M.A., Queen's | Classics | 1907 | 15⅗ | .... | 1,800 | ..... | ..... |
| | Baird, Alex. William | M.A., Queen's | Eng. and Hist., Fr. and Ger... | 1908 | 4½ | .... | ..... | 1,400 | ..... |
| | Forrest, William | B.A., M.D., Tor. | Science | 1910 | 22 | 6 | ..... | 1,400 | ..... |
| | Corkery, Florence | M.A., Queen's | Eng. and Hist. (Interim) | 1910 | 5 | 3 | ..... | ..... | 1,100 |
| | Morrison, Delle Selena | ..... | Commercial | 1908 | 4 | 2 | ..... | ..... | 1,200 |
| | Robertson, Dorothy .....(Interim) | B.A., Queen's | ..... | 1912 | ½ | 1½ | ..... | ..... | 800 |
| | Fair, Loretto C. .....(Interim) | B.A., Tor. | Math. and Phys. | 1912 | ⅗ | .... | ..... | ..... | 1,000 |
| | McGregor, Pearl .....(Interim) | ..... | ..... | 1912 | ½ | 3½ | ..... | ..... | 800 |
| Ridgetown | Frost, Francis Henry | B.A., Tor. | Math. | 1912 | 18 | 2 | 1,500 | ..... | ..... |
| | Watterworth, Grace M. | ..... | Commercial | 1907 | 12½ | 2 | ..... | ..... | 1,000 |
| | Closs, Frank David | ..... | Science | 1909 | 16 | 2½ | ..... | 1,100 | ..... |
| | Breckon, F. Louise | B.A., Tor. | Classics (Interim) | 1910 | 2½ | .... | ..... | ..... | 1,100 |
| | Trenaman, Mabel N. | B.A., Tor. | Mods. and Hist. | 1910 | 10½ | .... | ..... | ..... | 1,000 |
| St. Catharines | Coombs, Albert Ernest | M.A., B.Pæd.; Tor. | Classics | 1909 | 20½ | .... | 1,850 | ..... | ..... |
| | Odlum, Eleanor Dora | B.A., Trin. | Mods. and Hist. | 1907 | 9½ | 1 | ..... | ..... | 1,500 |
| | Carefoot, George Andrew | B.A., B.Pæd., Queen's. | Science | 1911 | 16 | 5½ | ..... | 1,600 | ..... |
| | Anderson, Lillie C. | ..... | Commercial | 1912 | 9 | 3 | ..... | ..... | 1,200 |
| | Bocking, Wm. Reginald. (Interim) | M.A., Tor. | Math. and Phys. | 1912 | ½ | 1 | ..... | 1,300 | ..... |
| | Lauder, Beatrice .....(Interim) | M.A., Queen's | ..... | 1912 | 1 | .... | ..... | ..... | 1,000 |
| | Hartford, Leo .....(Interim) | ..... | ..... | 1912 | 1½ | .... | ..... | 1,000 | ..... |
| | Martin, Helen Jacqueline (Interim) | B.A., Tor. | ..... | 1913 | 1 | .... | ..... | ..... | 900 |
| St. Mary's | .....* | ..... | ..... | ..... | ..... | .... | ..... | ..... | ..... |
| | Haydon, Wm. James....(Interim) | M.A., McMaster | Science | 1911 | 1½ | .... | ..... | 1,400 | ..... |
| | Colbeck, Wilhelmina Louise (Int.). | B.A., Tor. | Mods. and Hist. | 1912 | ½ | .... | ..... | ..... | 1,000 |
| | Challen, Newton Eugene | B.A., McMaster | Math. | 1912 | 2½ | 3 | ..... | 1,400 | ..... |
| | Scott, Dorothea Lucile..(Interim) | B.A., Queen's | ..... | 1912 | ½ | .... | ..... | ..... | 900 |
| | McGuirl, Thomas Henry | B.A., Queen's | Commercial, Art | 1912 | 12 | 5 | ..... | 1,300 | ..... |
| | Clarke, Nellie L. .....(Interim) | B.A., Tor. | ..... | 1913 | ..... | .... | ..... | ..... | 750 |
| St. Thomas | Voaden, Arthur C. | M.A., Queen's | Eng. and Hist., Com. | 1903 | 18 | 2 | 2,000 | ..... | ..... |
| | Auld, Charles | B.A., Tor. | Math. | 1909 | 18 | .... | ..... | 1,600 | ..... |
| | Cook, Margaret | M.A., Tor. | Eng. and Hist., Fr. and Ger.. | 1903 | 17 | .... | ..... | ..... | 1,600 |
| | Liebner, Ernest O. | B.A., Queen's | Science | 1909 | 19 | .... | ..... | 1,600 | ..... |
| | Gray, George L. | B.A., Tor. | Eng. and Hist. | 1909 | 5 | .... | ..... | 1,600 | ..... |
| | Henderson, James V. | B.A., Tor. | Classics | 1911 | 10 | 3 | ..... | 1,600 | ..... |
| | Wing, Henry | ..... | ..... | 1908 | 5 | 9 | ..... | 1,200 | ..... |
| | Woodley, Arthur M. | ..... | ..... | 1913 | 5⅗ | 7 | ..... | 1,500 | ..... |
| | McEachern, John G. | B.A., Queen's | ..... | 1909 | 4½ | 4½ | ..... | 1,300 | ..... |
| | Thomas, Neil J. | ..... | ..... | 1910 | 3 | 7 | ..... | 1,200 | ..... |
| | Lamb, Walter J. .....(Interim) | M.A., Queen's | Math. and Phys. | 1913 | 1½ | 3 | ..... | 1,500 | ..... |
| | Berney, Laura J. | B.A., Queen's | ..... | 1911 | 5 | .... | ..... | ..... | 1,100 |
| | Oates, T. William .....(Interim) | ..... | ..... | 1911 | 1½ | 2 | ..... | 1,100 | ..... |

* Principal to be appointed.

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| Collegiate Institutes | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Sarnia ..... | Dent, Wm. Arthur..(Acting Prin.) | ..... | Science ..... | 1904 | 15 | 2 | 1,700 | ..... | ..... |
| | Grant, David M. ..... | B.A., Tor. ..... | Classics ..... | 1885 | 29 | .... | ..... | 1,600 | ..... |
| | Oakley, Muriel Gladys ..... | M.A., Tor. ..... | Eng. and Hist. ..... | 1910 | 3½ | .... | ..... | ..... | 1,350 |
| | O'Donoghue, Mary Helen ..... | M.A., Tor. ..... | Mods. and Hist. ..... | 1912 | 4½ | .... | ..... | ..... | 1,300 |
| | Campbell, Minnie .....(Interim) | ..... | Commercial ..... | 1912 | 5½ | 10½ | ..... | ..... | 1,000 |
| | Sinclair, William T. ....(Interim) | B.A., Qns. & R.U.I.... | ..... | 1912 | 1 | .... | ..... | 1,100 | ..... |
| | Cruickshank, Libbie ..... | ..... | ..... | 1913 | 7 | 5 | ..... | ..... | 1,000 |
| | Montgomery, William ..... | B.A., Tor. ..... | Math. ..... | 1913 | 17 | .... | ..... | 1,600 | ..... |
| Seaforth ..... | Rogers, George Franklin ..... | B.A., Vic. ..... | Science ..... | 1900 | 19 | .... | 1,800 | ..... | ..... |
| | Miller, Norman .....(Interim) | M.A., Queen's ..... | Math. ..... | 1911 | 1½ | .... | ..... | 1,200 | ..... |
| | May, Annie ..... | B.A., Tor. ..... | Classics ..... | 1913 | 7½ | .... | ..... | ..... | 1,300 |
| | Bowers, A. Mae .....(Interim) | B.A., Tor. ..... | Mods. and Hist. ..... | 1912 | ½ | .... | ..... | ..... | 1,000 |
| | Bottoms, Emma Margaret ..(Int.) | ..... | Commercial ..... | 1912 | ½ | 9 | ..... | ..... | 1,000 |
| | Towle, Lucie Anna .....(Interim) | ..... | Commercial ..... | 1912 | 1 | 3 | ..... | ..... | 800 |
| Smith's Falls . | Rose, Robert Chas. ..... | B.A., Tor. ..... | Math. ..... | 1907 | 21 | 3½ | 1,900 | ..... | ..... |
| | Forrester, John Wilfrid ..... | M.A., Queen's ..... | Science ..... | 1910 | 3½ | 4 | ..... | 1,700 | ..... |
| | McWhorter, Mary Ann Victoria.... | B.A., Tor. ..... | Mods. and Hist. ..... | 1909 | 3½ | .... | ..... | ..... | 1,000 |
| | Payne, Pearl .....(Interim) | B.A., Queen's ..... | ..... | 1911 | 2½ | 2 | ..... | ..... | 1,000 |
| | Burns, Charles J. ..... | M.A., Queen's ..... | Classics ..... | 1912 | 3½ | .... | ..... | 1,500 | ..... |
| | McGregor, Mrs. Jeanette (Interim) | .. . ..... | Commercial ..... | 1912 | 3 | 4 | ..... | ..... | 1,000 |
| | McCallum, Mary .....(Interim) | .. . ..... | ..... | 1912 | ½ | 3½ | ..... | ..... | 800 |
| | Ferguson, William T. ..... | .. . ..... | (Manual Training Instr.) .. | 1912 | 1 | 12 | ..... | 1,350 | ..... |
| | Vaughan, Kathleen C. ..... | .. . ..... | (Household Science Instr.).. | 1912 | ½ | 3 | ..... | ..... | 750 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Stratford | Mayberry, Charles Alexander | B.A., LL.B., Tor. | Classics | 1891 | 29 | 2 | 2,100 | | |
| | Malcolm, George | B.A., Queen's | Eng. and Hist. | 1890 | 28 | 6 | | 1,550 | |
| | Sprung, Whitfield Lyman | B.A., Tor. | Math. | 1908 | 9 | 5 | | 1,700 | |
| | Marty, Sophie E. | M.A., Queen's | Eng. and Hist., Fr. and Ger. | 1900 | 20 | 3 | | | 1,550 |
| | McMillan, William James | B.A., Tor. | Science | 1912 | 3½ | 5 | | 1,500 | |
| | McQueen, Rose | B.A., Tor. | Eng. and Hist. (Interim) | 1912 | 5 | 1 | | | 1,400 |
| | Patterson, Harriet | B.A., Queen's | | 1910 | 6 | | | | 1,150 |
| | Doherty, Mabel | | Commercial | 1908 | 10 | 2 | | | 1,200 |
| | Day, John Wilfred | | | 1908 | 5 | 14 | | 1,300 | |
| | Creighton, Thomas M. | | | 1911 | 4 | 1 | | 1,200 | |
| | Geddes, William Sloane | | | 1912 | 3½ | 1 | | 1,200 | |
| | Clubine, Israel (Temp.) | | (Manual Training Instr.) | 1912 | ⅓ | | | 1,200 | |
| | Pearson, Ellen | | (Household Science Instr.) | 1910 | 3 | 2 | | | 650 |
| Strathroy | Gundry, Arthur Presland | B.A., Tor. | Science | 1910 | 21½ | | 1,800 | | |
| | Houston, Jessie | B.A., Tor. | Mods. and Hist. | 1909 | 8½ | | | | 1,300 |
| | Johnson, Leah B. | M.A., Tor. | Math. | 1910 | 6 | | | | 1,200 |
| | Hooper, Arthur G. (Interim) | M.A., Tor. | Classics | 1912 | ½ | 2½ | | 1,500 | |
| | Edwards, Margaret A. (Interim) | | Commercial | 1913 | | 4 | | | 1,000 |
| Toronto (Harbord St.) | Hagarty, Edward William | M.A., Tor. | Classics | 1892 | 29 | | 3,000 | | |
| | Balmer, Eliza May | B.A., Tor. | Eng., Fr. and Ger. | 1892 | 23½ | 1 | | | 2,200 |
| | Lawler, Gertrude | M.A., Tor. | Eng., Fr. and Ger., Math. | 1892 | 21 | | | | 2,200 |
| | Ivey, Thomas Joyce | M.A., Tor. | Science | 1909 | 16½ | | | 1,950 | |
| | Glassey, David Alex. | B.A., Tor. | Classics | 1906 | 18½ | | | 2,050 | |
| | Wightman, Robert | B.A., Tor. | Math. | 1908 | 15 | | | 2,050 | |
| | Clark, Luther John | B.A., Queen's | Fr. and Ger. | 1896 | 22½ | 5½ | | 2,000 | |
| | Jermyn, Percy Thomas | M.A., Tor. | Eng. and Hist. | 1906 | 12⅓ | 2 | | 1,950 | |
| | Shaw, Robert | B.A., Tor. & McM. | Math. | 1907 | 11 | 3 | | 1,850 | |
| | Brown, Harry W. | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1909 | 18 | | | 1,650 | |
| | Keast, Walter | B.A., Tor. | Math. (Interim) | 1907 | 6½ | 5 | | 1,850 | |
| | Dunkley, Albert Wesley | M.A., Queen's | Classics | 1910 | 12⅓ | | | 1,650 | |
| | Fraser, Charles G. (Jr.) (Interim) | M.A., Tor. | Science | 1910 | 2½ | | | 1,400 | |
| | Young, Edmund T. (Interim) | | | 1911 | 6 | 20 | | 1,600 | |
| | Pilkey, Peter Joseph | B.A., Q'ns. & McM. | | 1911 | 11 | 10 | | 1,600 | |
| | Carlyle, John A. | B.A., Tor.; M.A., Harv. | Eng. and Hist. | 1911 | 3 | 2 | | 1,400 | |
| | Ayers, M. Huntley | M.A., Queen's | Science | 1911 | 8½ | 8 | | 1,650 | |
| | Hawkins, Maud Mary | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1911 | 12 | | | | 1,500 |
| | Rochat, Paul (Interim) | M.A., Paris | Fr. and Ger. | 1912 | 1 | | | 1,300 | |
| | Knight, Carrie | M.A., Tor. | Classics, Eng. and Hist. | 1913 | 3½ | | | | 1,300 |
| Toronto (Parkdale) | Smith, Gilbert Acheson | B.A., Tor. | Science | 1889 | 31 | 4 | 3,000 | | |
| | Spence, Nellie | B.A., Tor. | Classics, Eng. | 1889 | 24 | 1 | | | 2,200 |
| | Hillock, Julia S. | B.A., Tor. | Fr. and Ger. | 1900 | 19 | | | | 2,200 |
| | Cosens, Absalom | M.A., Tor. | Science | 1904 | 16 | 2 | | 2,150 | |

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| Collegiate Institutes | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Toronto (Parkdale) Con. | Mills, Jno. Hudson | M.A., Queen's | Classics | 1906 | 22 | 1 | ..... | 2,050 | ..... |
| | Sinclair, John | B.A., Tor. | ..... | 1897 | 24 | 8 | ..... | 2,000 | ..... |
| | Phillips, Wm. A. | B.A., Tor. | Fr. and Ger., Eng. | 1906 | 24 | 1 1/2 | ..... | 1,950 | ..... |
| | Reid, Thos. Emerson | B.A., Tor. | ..... | 1905 | 8 | 8 3/4 | ..... | 1,950 | ..... |
| | Smith, Arthur | B.A., Tor. | Science | 1907 | 11 | 3 | ..... | 1,850 | ..... |
| | Barnes, Chas. L. | B.A., Tor. | Classics (Interim) | 1907 | 10 | 5 | ..... | 2,000 | ..... |
| | Sealey, Ethel May | B.A., Tor. | Mods. and Hist. | 1907 | 11 | 1 | ..... | ..... | 1,850 |
| | Hutchinson, John I. | M.A., Tor. | Eng. and Hist. | 1909 | 4 | .... | ..... | 1,500 | ..... |
| | Darroch, William F. | ..... | ..... | 1910 | 3 | 16 | ..... | 1,600 | ..... |
| | Jackson, Vincent W. | B.A., Queen's | Science (Interim) | 1912 | 3 1/2 | 6 | ..... | 1,500 | ..... |
| | Keith, George W. | B.A., Tor. | Math. | 1912 | 14 1/2 | .... | ..... | 1,850 | ..... |
| Toronto (Jarvis St.) | Embree, Luther E. | M.A.,Tor.;LL.D.,McM | Classics, Eng., Fr. and Ger. | 1906 | 40 | 5 | 3,600 | ..... | ..... |
| | Jeffries, John | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1907 | 25 | 1 | ..... | 2,050 | ..... |
| | Lougheed, Wm. James | M.A., Tor. | Math. | 1907 | 9 1/2 | 3 1/2 | ..... | 1,850 | ..... |
| | Munro, Peter Fraser | M.A.,Qu.;B.Pæd.,Tor. | Classics | 1907 | 12 | 1/2 | ..... | 1,850 | ..... |
| | Jennings, Wm. Arthur | B.A., Tor. | Science | 1907 | 6 1/2 | .... | ..... | 1,700 | ..... |
| | Hardy, Edwin A. | B.A., D.Pæd., Tor. | Eng., Fr. and Ger. | 1910 | 22 | .... | ..... | 1,600 | ..... |
| | Thomas, Janie | M.A., Tor. | Eng. and Hist. | 1882 | 30 1/2 | 1 | ..... | ..... | 2,000 |
| | Keillor, James | B.A., Queen's | Eng. and Hist. | 1905 | 21 | 3 | ..... | 1,950 | ..... |
| | Halbert, Edwin J. | B.A., Tor. | Science (Interim) | 1910 | 3 1/2 | 3 | ..... | 1,500 | ..... |
| | Murdoch, William E. (Interim) | B.A., Tor. | Classics | 1910 | 2 1/2 | 16 | ..... | 1,600 | ..... |
| | Barnes, Charles H. | ..... | ..... | 1910 | 2 1/2 | 16 | ..... | 1,600 | ..... |
| | O'Connell, Marguerite E. (Interim) | B.A., Queen's | Eng. and Hist., Fr. and Ger. | 1908 | 4 1/2 | 2 | ..... | ..... | 1,600 |
| | Dafoe, M. Norma | M.A., Tor. | Mods. and Hist. | 1911 | 4 1/2 | .... | ..... | ..... | 1,400 |
| | Tapscott, Harry B. | M.A., McM. & Harv. | Fr. and Ger. | 1912 | 8 | 6 1/2 | ..... | 1,950 | ..... |
| | Patterson, Arnott M. | M.A., Queen's | Science (Interim) | 1912 | 4 1/2 | 1/2 | ..... | 1,500 | ..... |
| | Milburn, Clement A. (Interim) | B.A., Tor. | Math. | 1912 | ..... | 4 | ..... | 1,300 | .... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Toronto (Humberside) | Colbeck, Franklin Charles | B.A., Vic. | Classics, Eng. | 1894 | 26 | 1½ | 3,000 | ..... | ..... |
| | Gourlay, Richard | B.A., Tor. | Classics, Math. | 1893 | 26 | .... | ..... | 2,200 | ..... |
| | Charles, Henrietta | B.A., Tor. | Eng., Fr. and Ger. | 1901 | 26 | .... | ..... | ..... | 2,200 |
| | Johnston, Frederick James | M.A., Tor. | Science | 1904 | 15 | 3 | ..... | 2,200 | ..... |
| | Jones, George Mallory | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1907 | 15 | .... | ..... | 2,100 | ..... |
| | Bennett, John S. | B.A., Tor. | Classics | 1909 | 4½ | 6 | ..... | 1,700 | ..... |
| | Saunders, William R. | B.A., Queen's | | 1910 | 12⅓ | 4⅓ | ..... | 1,800 | ..... |
| | Stewart, Kate L. | B.A., Tor. | Eng. and Hist. | 1911 | 5 | ⅓ | ..... | ..... | 1,500 |
| | Hatch, Salem B. | | Art, Commercial | 1909 | 8 | 8 | ..... | 1,800 | ..... |
| | Evans, William Arthur | | | 1904 | 8½ | 20 | ..... | 2,000 | ..... |
| Vankleek Hill. | Mitchener, James L. | B.A., McMaster | Science | 1909 | 11 | 6 | 1,600 | ..... | ..... |
| | Dufton, Lena | B.A., Tor. | Classics | 1909 | 4 | .... | ..... | ..... | 1,100 |
| | Shurtleff, W. Morley | | Commercial (Interim) | 1910 | 3½ | 8 | ..... | 1,250 | ..... |
| | Wallace, Frank D. ....(Interim) | M.A., Queen's | Math. | 1912 | 2⅓ | .... | ..... | 1,400 | ..... |
| | Hewitt, Cora E. ....(Interim) | B.A., Tor. | Mods. and Hist. | 1912 | ½ | 2½ | ..... | ..... | 1,000 |
| Windsor ..... | Gavin, Frederick Pearce | B.A., Queen's | Science | 1892 | 21 | .... | 2,100 | ..... | ..... |
| | Bell, Frederick Henry | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1898 | 19½ | .... | ..... | 1,750 | ..... |
| | Reid, Robert | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1909 | 19 | 4 | ..... | 1,700 | ..... |
| | Brunt, Robert Anthony | B.A., Tor. | Science | 1905 | 10 | 1 | ..... | 1,700 | ..... |
| | Cleary, Norah | B.A., Tor. | | 1900 | 11 | .... | ..... | ..... | 1,300 |
| | Crassweller, Christopher L. | B.A., Tor. | Math. | 1913 | 28 | 2½ | ..... | 1,700 | ..... |
| | Lowe, William Duff | M.A., Queen's | Eng. & Hist. (Int.), Classics | 1908 | 4½ | .... | ..... | 1,700 | ..... |
| | Cunningham, Evangeline | B.A., Tor. | | 1909 | 8 | .... | ..... | ..... | 1,200 |
| | Srigley, Edgar C. | | Commercial | 1911 | 18 | 5 | ..... | 1,700 | ..... |
| | Stockdale, Thomas N. | | Commercial (Interim) | 1912 | 4 | 4 | ..... | 1,700 | ..... |
| Woodstock ... | Levan, Isaac Master | B.A., Tor. | Classics, Eng., Mods. | 1898 | 31½ | .... | 1,800 | ..... | ..... |
| | Salter, Wesley John | B.A., Tor. | Classics | 1907 | 5½ | .... | ..... | 1,500 | ..... |
| | Whitton, Frederick A. ..(Interim) | B.A., Queen's | Fr. and Ger. | 1913 | ⅓ | .... | ..... | 1,500 | ..... |
| | Brown, Clarence Leslie | M.A., McMaster | Math. | 1909 | 3 | 2 | ..... | 1,600 | ..... |
| | Staples, Louis Edgar | M.A., Queen's | Science | 1910 | 10½ | 15 | ..... | 1,500 | ..... |
| | Stone, Alice B. | | Commercial | 1907 | 10½ | 8 | ..... | ..... | 1,100 |
| | Harris, Mary A. | B.A., McMaster | Mods. and Hist. | 1912 | 2½ | ⅓ | ..... | ..... | 1,000 |
| | Robinson, Mary Alberta | | | 1910 | 2¼ | 10 | ..... | ..... | 850 |
| | Mackay, Emma L. | | | 1910 | 2¼ | 3⅓ | ..... | ..... | 700 |
| | Mercer, John S. | | Manual Training | 1905 | 8 | 6⅓ | ..... | 1,500 | ..... |
| | White, Lila Kate Guthrie | | (Household Science Instr.) | 1911 | 1 | 4⅓ | ..... | ..... | 550 |
| | Steinmetz, Geraldine ...(Interim) | | | 1912 | 2½ | 2 | ..... | ..... | 800 |
| | Shook, Muriel Alitia ....(Interim) | | | 1912 | ½ | .... | ..... | ..... | 800 |

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| High Schools | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Alexandria | MacKay, Donald | M.A., Tor. | Classics | 1895 | 23 | 2½ | 1,600 | ..... | ..... |
| | Sweeney, Agnes Calvary | ..... | ..... | 1909 | 7 | 3½ | ..... | ..... | 1,150 |
| | Maclennan, C. Lillie | B.A., Queen's | ..... | 1911 | 4 | 1 | ..... | ..... | 1,100 |
| | Warren, Winifred | ..... | ..... | 1911 | 3½ | 2½ | ..... | ..... | 900 |
| Almonte | Foucar, Walter K. | M.A., Tor. | Fr. and Ger., Eng. and Hist. | 1911 | 17½ | .... | 1,500 | ..... | ..... |
| | O'Donnell, Thomas J. | ..... | ..... | 1908 | 5½ | 3 | ..... | 1,100 | ..... |
| | Matthews, Jessie Edith | M.A., Tor., B.A., Qu'n's | ..... | 1908 | 4½ | 3 | ..... | ..... | 1,000 |
| | Tennant, Herbert J.....(Interim) | ..... | ..... | 1912 | ½ | 1½ | ..... | 900 | ..... |
| Arnprior | Rand, Wilfred Erle | B.A., Tor. | Math. | 1910 | 20 | 1 | 1,700 | ..... | ..... |
| | Welsh, David A. | B.A., Tor. | ..... | 1911 | 2 | 2½ | ..... | 1,400 | ..... |
| | Strang, Rose Innes | ..... | ..... | 1911 | 15 | .... | ..... | ..... | 1,000 |
| | Fletcher, Beatrice L. | B.A., Tor. | Classics | 1912 | 5½ | 2½ | ..... | ..... | 1,250 |
| | Hall, Margaret M. S. | B.A., Queen's | ..... | 1912 | 2½ | 5 | ..... | ..... | 1,000 |
| Arthur | Langford, Thomas E. | M.A., Queen's | Science | 1910 | 13½ | 6 | 1,400 | ..... | ..... |
| | Lynch, Mary E. | ..... | ..... | 1911 | 5½ | 2 | ..... | ..... | 850 |
| | Bell, Winifred | ..... | ..... | 1912 | 7 | .... | ..... | ..... | 750 |
| Athens | Sexton, James Henry | M.A., Queen's | Science | 1909 | 16 | 9 | 1,700 | ..... | ..... |
| | Windsor, Annie | B.A., McMaster | Math. | 1912 | 6 | .... | ..... | ..... | 1,200 |
| | Mackay, Minnie B. | B.A., Queen's | ..... | 1912 | 3½ | .... | ..... | ..... | 900 |
| | Haynes, Andrew | B.A., Vic. | ..... | 1912 | 2½ | 3 | ..... | 1,300 | ..... |
| | Patterson, Edith | ..... | ..... | 1912 | 2½ | 3 | ..... | ..... | 775 |
| | Smith, W. H. | B.S.A., Tor. | (Agriculture Instructor) | 1912 | ½ | .... | ..... | 1,200 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Aurora | Ferguson, John | B.A., Queen's | | 1909 | 7 | 8 | 1,600 | | |
| | Hicks, Fred. M. (Interim) | | | 1912 | 7 | 2½ | | 1,150 | |
| | Whitton, Pearl L. (Interim) | B.A., Queen's | Fr. and Ger. | 1912 | ½ | | | | 800 |
| | Powell, Muriel E. (Interim) | B.A., Western | | 1912 | ½ | | | | 750 |
| Aylmer | Rutherford, Walter W. | B.A., Tor. | Math. | 1883 | 38 | 1 | 1,700 | | |
| | Story, Selina Gladys | M.A., Queen's | Mods. and Hist. | 1904 | 10 | | | | 1,400 |
| | McCutcheon, Elsie Leona F. | B.A., Tor., M.A., Wisc. | Classics | 1911 | 4½ | | | | 1,100 |
| | Awde, Elgin O. (Interim) | | | 1913 | 4 | 2 | | 1,200 | |
| | Summers, Lena | | | 1910 | 3½ | 3 | | | 800 |
| Beamsville | McQuarrie, George Bruce | M.A., Tor. | Classics (Interim) | 1912 | 3 | | 1,200 | | |
| | Cline, Miriam M. | | | 1910 | 2 | 3 | | | 725 |
| | Chapman, Hattie (Interim) | | | 1912 | 1 | 3½ | | | 700 |
| Belleville | MacLaurin, Peter Crawford | B.A., McMaster | Science | 1909 | 8 | | 1,650 | | |
| | Knight, William W. | B.A., Queen's | Math. | 1892 | 24 | 5 | | 1,600 | |
| | Libby, Minnie F. | B.A., Vic. | Eng. and Hist., Fr. and Ger. | 1910 | 17 | 4 | | | 1,300 |
| | Guest, Emily J. | M.A., Tor. | Eng. and Hist. | 1910 | 11 | | | | 1,300 |
| | Milburn, Edward Fairfax | M.A., Trin. | | 1870 | 42 | | | 1,200 | |
| | Dugit, Rosalie A. | M.A., Tor. | Classics (Interim) | 1912 | 4½ | | | | 1,300 |
| | James, G. Moffit (Interim) | B.A., LL.B., Tor. | | 1912 | 1 | 15 | | 1,100 | |
| | Fennell, T. Harold | | | 1912 | 3 | | | 1,200 | |
| | Hitchon, Claire H. (Interim) | M.A., McMaster | Mods. and Hist. | 1913 | 2 | | | | 900 |
| Bowmanville | Elliott, John | B.A., Queen's | Math., Eng. | 1906 | 29 | 5 | 1,500 | | |
| | Dandeno, James B. | M.A., Q'ns, Ph.D., Hvd | Science | 1910 | 12 | 3½ | | 1,400 | |
| | Nichol, Miss Sidney W. | M.A., Tor. | Mods and Hist. | 1910 | 2½ | | | | 900 |
| | Pugsley, Bessie M. (Interim) | B.A., McMaster | Classics | 1912 | ½ | | | | 1,100 |
| Bradford | Ewers, Charles F. | B.A., Queen's | | 1912 | 6 | 12 | 1,500 | | |
| | Hiscock, Reta W. | B.A., Queen's | | 1912 | 2½ | | | | 900 |
| | Mitchell, Isabella C. (Interim) | | | 1912 | ½ | | | | 600 |
| Brampton | Fenton, William J. | B.A., Tor. | Classics | 1891 | 22 | 1½ | 1,950 | | |
| | Halnan, Lemen Robert | M.A., Trin. | Math. | 1905 | 9 | 3 | | 1,650 | |
| | Hutchinson, May R. | | | 1910 | 9 | 6 | | | 1,300 |
| | Ball, Emerson Ewart | B.A., Tor. | Mods. and Hist. | 1911 | 5½ | | | 1,250 | |
| | Tuke, William H. | | | 1912 | 7 | | | 1,600 | |
| Brighton | Thackeray, Barton Earl | B.A., Tor. | | 1912 | 7 | 2½ | 1,600 | | |
| | Conway, Irene Evelyn | | | 1911 | 4 | 3 | | | 750 |
| Caledonia | McRitchie, Alexander Robinson | B.A., Tor. | Science | 1912 | 15⅓ | 7 | 1,600 | | |
| | Thomas, Margaret (Interim) | B.A., Queen's | | 1911 | 1⅓ | 4 | | | 800 |
| | Davidson, Mildred Pearl (Interim) | B.A., Tor. | | 1912 | ⅓ | | | | 800 |
| | Irving, Jessie Cunningham (Int.) | B.A., Tor. | Math. and Physics | 1913 | | | | | 1,200 |

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| High Schools | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Campbellford | Smith, Thomas Corlett | B.A., Queen's | Science | 1909 | 13 | 14 | 1,600 | ..... | ..... |
| | Smithson, Annie Laura (Interim) | M.A., Tor. | Classics | 1911 | 1½ | .... | ..... | ..... | 1,100 |
| | O'Donohue, John Albert | ..... | ..... | 1913 | 7½ | 3 | ..... | 1,200 | ..... |
| | Bruce, Helga Marjorie ..(Interim) | B.A., Tor. | ..... | 1913 | ..... | .... | ..... | ..... | 800 |
| Carleton Place | Wethey, Edmund James | M.A.,Tor., B.A.,Trin. | Math. | 1910 | 7½ | 5½ | 1,500 | ..... | ..... |
| | McDonald, Neil | ..... | ..... | 1891 | 22 | 6½ | ..... | 1,000 | ..... |
| | Ewing, Florence May | B.A., Queen's | ..... | 1910 | 8½ | 2½ | ..... | ..... | 1,000 |
| | Cowan, Euphemia Johnston | M.A., Tor. | ..... | 1910 | 2½ | .... | ..... | ..... | 1,000 |
| Cayuga | Skeele, James Eton | B.A., Tor. | ..... | 1897 | 20 | .... | 1,400 | ..... | ..... |
| | Harvey, Martha Anne | B.A., Tor. | Math. | 1907 | 7 | .... | ..... | ..... | 1,200 |
| | Meadows, Persie Cecilia | ..... | ..... | 1909 | 3½ | 4 | ..... | ..... | 750 |
| Chesley | Campbell, John Duncan | B.A., Tor. | Math. | 1908 | 8½ | 4½ | 1,600 | ..... | ..... |
| | Halliday, Florence F. | ..... | ..... | 1910 | 3 | 1 | ..... | ..... | 950 |
| | McQuarrie, Ernest C.....(Interim) | B.A., Tor. | ..... | 1912 | ½ | .... | ..... | 1,000 | ..... |
| | Ellis, Roxie A.....(Interim) | ..... | ..... | 1912 | 1 | .... | ..... | ..... | 850 |
| Colborne | Bellamy, Wesley | B.A., Vic. | ..... | 1892 | 23 | 3½ | 1,400 | ..... | ..... |
| | Hinds, Margaret J. .... (Interim) | ..... | ..... | 1910 | 2½ | 3½ | ..... | ..... | 850 |
| Cornwall | Fetterly, Hiram B. | M.A., Queen's | Science | 1904 | 8½ | 10 | 1,750 | ..... | ..... |
| | Nugent, James | ..... | ..... | 1884 | 31½ | 6½ | ..... | 1,350 | ..... |
| | Birchard, Alexander Fraser | ..... | Commercial | 1898 | 18 | 12 | ..... | 1,250 | ..... |
| | Norris, Arthur David | B.A., Tor. | ..... | 1907 | 6 | 7 | ..... | 1,200 | ..... |
| | Healey, Rose Etta | B.A., McGill | ..... | 1906 | 6 | .... | ..... | ..... | 1,200 |
| | Smith, Lyman C. | B.A., Vic. | Classics, Eng. and Hist. | 1912 | 34½ | 2 | ..... | 1,600 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Bain, Mary ..... (Interim) | B.A., Tor. ..... | Mods. and Hist. ..... | 1913 | ..... | ..... | ..... | ..... | 800 |
| | Durnin, Edward W..... (Interim) | B.A., Tor. ..... | ..... | 1912 | ½ | ..... | ..... | 1,400 | ..... |
| | Caldwell, Alexander ... (Interim) | B.A., Royal, Dublin. | ..... | 1912 | ½ | ..... | ..... | 900 | ..... |
| | * | | | | | | | | |
| Deseronto..... | Elliott, Henry Edward ..... | B.A., Queen's ..... | ..... | 1910 | 4½ | 3 | 1,400 | ..... | ..... |
| | Nesbitt, Mabel E. ..... (Interim) | B.A., Queen's ..... | ..... | 1912 | 1 | 1 | ..... | ..... | 900 |
| | Philp, Florence Helene . (Interim) | ..... | ..... | 1912 | ½ | ..... | ..... | ..... | 750 |
| Dundas ..... | Pearson, Alexander ..... | B.A., Tor. ..... | Science ..... | 1910 | 19½ | ..... | 1,600 | ..... | ..... |
| | McLeod, Lola ..... | B.A., Queen's ..... | ..... | 1912 | 5 | ..... | ..... | ..... | 1,100 |
| | Foster, Jessie ..... | B.A., Queen's ..... | Fr. and Ger. ..... | 1910 | 11 | ..... | ..... | ..... | 1,000 |
| Dunnville .... | Cowles, John P. ..... | B.A., Queen's ..... | ..... | 1908 | 5½ | 5½ | 1,500 | ..... | ..... |
| | Williams, Mary Isabel ..... | B.A., Queen's ..... | Mods. and Hist. ..... | 1911 | 6½ | ..... | ..... | ..... | 1,300 |
| | Sharp, William Herbert . (Interim) | B.A., Queen's ..... | ..... | 1911 | 1½ | 12½ | ..... | 1,300 | ..... |
| | Adams, Florence J. ... (Interim) | B.A., Tor. ..... | Math. and Physics ..... | 1912 | ½ | ..... | ..... | ..... | 1,000 |
| | Dunlop, Eva G. ..... (Interim) | ..... | ..... | 1912 | ½ | 4 | ..... | ..... | 900 |
| Dutton ..... | Elliott, Thomas W. ..... | B.A., Tor. ..... | Science ..... | 1909 | 6½ | 11 | 1,400 | ..... | ..... |
| | Cole, Addison ..... | B.A., Tor. ..... | ..... | 1908 | 11½ | ..... | ..... | 900 | ..... |
| | Hally, Isobel Orr ..... | B.A., Tor. ..... | ..... | 1911 | 4½ | ..... | ..... | ..... | 1,050 |
| | Pratt, Gertrude ..... (Interim) | B.A., McMaster .... | Mods. and Hist. ..... | 1912 | ½ | ..... | ..... | ..... | 800 |
| | Buchanan, Chas. W. ..... | B.S.A., Tor. ..... | (Agriculture Instructor) ... | 1912 | 1 | ..... | ..... | 1,200 | ..... |
| Elora ..... | Stoddart, Robert ..... | B.A., Tor. ..... | Classics ..... | 1910 | 17 | ½ | 1,400 | ..... | ..... |
| | Lemon, Mary ..... | B.A., Tor. ..... | Math. ..... | 1910 | 4½ | ..... | ..... | ..... | 900 |
| | Reid, E. Lilly ..... | ..... | Commercial (Interim) ..... | 1911 | 4 | 6½ | ..... | ..... | 850 |
| Essex ..... | Massey, Arthur Wallace ..... | B.A., Vic. ..... | Math., Eng. ..... | 1909 | 21 | 1 | 1,600 | ..... | ..... |
| | Cranston, Elizabeth May ..... | ..... | ..... | 1910 | 2½ | 4 | ..... | ..... | 900 |
| | Richardson, Ada Ellen . (Interim) | B.A., Queen's ..... | ..... | 1911 | 1½ | ..... | ..... | ..... | 800 |
| | Wilson, Elizabeth A.R.V. (Interim) | ..... | ..... | 1912 | ½ | 5 | ..... | ..... | 600 |
| | Anderson, William A. .. (Interim) | ..... | ..... | 1912 | ½ | ..... | ..... | 1,000 | ..... |
| | Edwards, Wm. Edward Judson .... | B.S.A., Tor. ..... | (Agriculture Instructor) ... | 1910 | 2½ | ..... | ..... | 1,300 | ..... |
| | Murray, Robert H. ..... | B.S.A., Tor. ..... | (Agriculture Instructor) ... | 1912 | ½ | ..... | ..... | 900 | ..... |
| Fergus ..... | Perry, Peter ..... | M.A., Tor. ..... | Classics ..... | 1908 | 36 | ..... | 1,400 | ..... | ..... |
| | Austin, Grace C. ..... | ..... | ..... | 1910 | 3½ | ..... | ..... | ..... | 850 |
| | Clarke, Annie ..... | ..... | ..... | 1912 | 3 | 4 | ..... | ..... | 800 |
| | Morgan, Joseph W. .... (Interim) | ..... | ..... | 1912 | ½ | 1 | ..... | 1,000 | ..... |
| Forest ..... | Wright, William Jonathan ..... | M.A., Tor. ..... | Classics ..... | 1909 | 11½ | 3½ | 1,450 | ..... | ..... |
| | Williams, Albert ..... | ..... | ..... | 1906 | 8 | 5 | ..... | 1,200 | ..... |
| | Mitchell, Jessie A. ..... | B.A., Tor. ..... | ..... | 1913 | 14½ | 9 | ..... | ..... | 900 |

*Assistant to be appointed.

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| High Schools | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Gananoque.... | Graham, Robert George ..... | B.A., Vic. ..... | Math. ..... | 1894 | 21 1/3 | .... | 1,600 | ..... | ..... |
| | Edwards, Rebecca S. ..... | ..... | ..... | 1908 | 3 3/12 | 9 | ..... | ..... | 1,000 |
| | Howson, Alexandra A. ..... | B.A., Queen's ..... | Fr. and Ger. (Interim) .... | 1910 | 3 | 2 | ..... | ..... | 1,000 |
| | McAllister, Annie G. ..... | ..... | ..... | 1911 | 5 | 1 1/2 | ..... | ..... | 1,000 |
| Georgetown... | Coutts, Richard David ..... | B.A., Tor. ..... | Classics ..... | 1897 | 15 1/12 | 3 | 1,600 | ..... | ..... |
| | Van Alstyne, Susan Amelia ..... | B.A., Tor. ..... | Math. ..... | 1910 | 5 | 3 1/3 | ..... | ..... | 1,200 |
| | Smith, Kathleen Edith ..... | B.A., Tor. ..... | ..... | 1911 | 4 1/3 | .... | ..... | ..... | 1,150 |
| | Hudson, Annie Leila ..... | ..... | ..... | 1910 | 2 3/12 | 12 | ..... | ..... | 800 |
| Glencoe ..... | Zurbrigg, Jacob Mahlon ..... | B.A., Tor. ..... | ..... | 1912 | 3 1/3 | .... | 1,250 | ..... | ..... |
| | McEachran, Mary ..... | B.A., Queen's ..... | ..... | 1910 | 6 4/12 | 7 | ..... | ..... | 1,050 |
| | Ferguson, Muriel B.....(Interim) | ..... | ..... | 1911 | 1 1/2 | .... | ..... | ..... | 700 |
| Gravenhurst . | Houser, Wilfred H. ..... | M.A., Queen's ..... | Math. ..... | 1913 | 3 | .... | 1,500 | ..... | ..... |
| | Pierce, Edna Helena ..... | B.A., Queen's ..... | Fr. and Ger. (Interim)..... | 1911 | 3 1/3 | .... | ..... | ..... | 900 |
| | Broughton, Clara Elizabeth ..... | ..... | ..... | 1906 | 7 1/2 | .... | ..... | ..... | 700 |
| Grimsby ..... | Maclean, Godwin V. ..... | M.A., Tor. ..... | Math. ..... | 1910 | 20 | 1 1/2 | 1,400 | ..... | ..... |
| | De La Mater, Magdalene ..... | ..... | ..... | 1908 | 5 | 1 1/3 | ..... | ..... | 850 |
| | Smith, M. Pauline .....(Interim) | M.A., Tor. ..... | ..... | 1913 | 1/3 | .... | ..... | ..... | 700 |
| Hagersville .. | Hamilton, James A. ..... | M.A., Tor. ..... | ..... | 1912 | 5 | .... | 1,400 | ..... | ..... |
| | Young, Ralph H. ..... | ..... | ..... | 1910 | 2 1/3 | 4 | ..... | 825 | ..... |
| | Allison, Henrietta E.....(Interim) | M.A., Tor. ..... | ..... | 1912 | 2 | .... | ..... | ..... | 850 |
| Haileybury .. | Wilson, W. Asbury ..... | B.A., Queen's ..... | ..... | 1910 | 13 1/3 | .... | 2,000 | ..... | ..... |
| | O'Neill, Albert E.....(Interim) | B.A., Queen's ..... | Eng. and Hist. ..... | 1912 | 1/3 | .... | ..... | 1,100 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Nelson, Arletta | | | 1912 | 12 | 3 | | | 1,000 |
| | Spearman, Charles (Temp.) | M.A., Col., B.Sc. Qn's | | 1912 | ½ | | | 1,800 | |
| Harriston | Hobbs, Thomas | B.A., Tor. | Math. | 1911 | 10½ | 5½ | 1,600 | | |
| | Robertson, E. Vera E. (Interim) | M.A., Tor. | Fr. and Ger. | 1911 | 1½ | 1 | | | 1,000 |
| | Elliott, Adrienne S. (Interim) | B.A., Tor. | Science | 1912 | ½ | 2½ | | | 1,300 |
| | Bartlett, Ethel B. (Interim) | B.A., Tor. | | 1912 | ½ | | | | 800 |
| Hawkesbury | Millar, Frederick G. | B.A., Tor. | | 1911 | 9 | | 1,400 | | |
| | Campbell, Charlotte Elizabeth | | | 1908 | 5 | | | | 800 |
| | Dunnett, Carrie Beatrice. (Interim) | M.A., Tor. | Eng. and Hist. | 1911 | 1½ | 2 | | | 800 |
| Iroquois | Barron, Robert A. | B.A., Tor. | Eng., Fr. and Ger., Classics | 1913 | 30 | 5 | 1,500 | | |
| | Stothers, Minerva E. | B.A., Queen's | | 1911 | 5 | | | | 900 |
| | Chandler, E. Pearl | B.A., Queen's | | 1911 | 4 | | | | 900 |
| | Mulloy, L. Eugenia | | | 1911 | 4 | 5 | | | 1,175 |
| Kemptville | *. . . | | | | | | | | |
| | Burchell, James E. | | | 1911 | 4½ | 12 | | 1,200 | |
| | Johnston, Katie B. (Interim) | B.A., Tor. | | 1911 | 1½ | 4 | | | 900 |
| | Raitt, Helena G. (Interim) | B.A., Queen's | Fr. and Ger. | 1912 | 1 | ¼ | | | 800 |
| | Clothier, Bessie (Interim) | | | 1912 | 2 | 2 | | | 850 |
| Kenora | Elliott, Thomas Edward | B.A., Tor. | Eng., Fr. and Ger. | 1910 | 24 | | 2,000 | | |
| | McConkey, Catherine M. R. | B.A., Queen's | Fr. and Ger. | 1910 | 7 | | | | 1,200 |
| | Hind, Edith J. | | | 1911 | 4½ | 3½ | | | 1,200 |
| Kincardine | MacKay, John Malcolm | B.A., Queen's | Math. | 1909 | 6½ | 7 | 1,500 | | |
| | Doherty, John Corry | B.A., McMaster | Science | 1911 | 2½ | | | 1,300 | |
| | Barr, Annie Estelle (Interim) | B.A., Tor. | Mods. and Hist. | 1912 | ½ | | | | 900 |
| | Belcher, Norah Tresilian (Interim) | B.A., Tor. | Classics | 1912 | ½ | | | | 1,000 |
| | Fraser, Lulu Belle (Interim) | | | 1912 | ½ | 1¾ | | | 800 |
| Leamington | Wright, Robert | B.A., Queen's | Math. (Interim) | 1912 | 16½ | 4 | 1,800 | | |
| | Campbell, George Alex. | | | 1908 | 4½ | 12 | | 1,350 | |
| | Osgoode, Joseph | B.A., Queen's | Classics | 1912 | 6 | ⅓ | | 1,000 | |
| | Jackson, Katherine M. | B.A., Tor. | | 1912 | 3 | 2 | | | 1,000 |
| | Kerfoot, R. Roy (Interim) | | | 1912 | ½ | | | 800 | |
| Listowel | Bonis, Harry | B.A., Tor. | Classics | 1911 | 22 | 1 | 1,400 | | |
| | Morrison, Wm. John (Interim) | B.A., Tor. | | 1912 | ½ | 5 | | 1,200 | |
| | Thompson, Margaret J. | B.A., Queen's | Fr. and Ger., Eng. and Hist. | 1913 | 16 | 6 | | | 1,200 |
| | Gillespie, Mary Agnes (Interim) | M.A., Tor. | | 1912 | 1½ | | | | 1,000 |
| | Small, Eva Mary (Interim) | B.A., Tor. | | 1912 | ½ | | | | 900 |

*Principal to be appointed.

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| High Schools | Name of Teachers | Degrees | Specialists | Date of appointment. | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Lucan | McEachern, Neil | B.A., Tor. | Science | 1912 | 19 | 5 | 1,500 | ..... | ..... |
| | Owen, Thomas Arthur | B.A., Camb. | ..... | 1912 | 18 | 1 | ..... | 1,050 | ..... |
| | Reynolds, Mabel Louise (Interim) | B.A., Western | ..... | 1912 | | 1 | ..... | ..... | 750 |
| | Fitch, Martha (Interim) | B.A., McMaster | Math. | 1912 | | 13 | ..... | ..... | 1,000 |
| Madoc | Moffat, Thomas Edward | B.A., Queen's | ..... | 1912 | 6 | 2 | 1,300 | ..... | ..... |
| | Thompson, Jennie D. .. (Interim) | ..... | ..... | 1911 | 2 | .... | ..... | ..... | 800 |
| | McLeod, Florence A. C. .(Interim) | B.A., Queen's | ..... | 1912 | | .... | ..... | ..... | 700 |
| Markham | Bell, James Stewart | B.A., Tor. | ..... | 1912 | | 2 | 1,500 | ..... | ..... |
| | Campbell, Stella | ..... | ..... | 1912 | | 1 | ..... | ..... | 850 |
| | Forbes, William B. | ..... | Science | 1912 | | 1 | ..... | 1,200 | ..... |
| | Russell, F. Josephine | .. | ..... | 1910 | | 4 | ..... | ..... | 1,000 |
| Meaford | Dundas, Arthur A. | B.A., Tor. | ..... | 1897 | 16 | 2 | 1,650 | ..... | ..... |
| | Hackett, Edward | B.A., Dublin | ..... | 1909 | | .... | ..... | 1,350 | ..... |
| | Hammond, John Edgar | ..... | Commercial | 1906 | | 3 | ..... | 1,300 | ..... |
| | Mathieson, Elsie | B.A., Tor. | Eng. and Hist. | 1911 | | 6 | ..... | ..... | 1,100 |
| | Williams, Edna J. | B.A., Tor. | .. | 1912 | | .... | ..... | ..... | 1,350 |
| Midland | Glass, William Arthur | B.A., Tor. | ..... | 1904 | | 1 | 1,700 | ..... | ..... |
| | Burwash, Edward M.....(Temp.) | M.A., Tor. | ..... | 1913 | ..... | .... | ..... | 1,500 | ..... |
| | Dulmage, Agnes .....(Interim) | B.A., Tor. | ..... | 1913 | | .... | ..... | ..... | 1,200 |
| | McBride, Sara M. | ..... | ..... | 1910 | | .... | ..... | ..... | 1,050 |
| Mitchell | Morrow, John Duncanson | B.A., Tor. | Classics | 1905 | | .... | 1,500 | ..... | ..... |
| | Barr, Janet | B.A., Queen's | ..... | 1911 | | 1 | ..... | ..... | 900 |
| | Rutherford, Mary Helen | ..... | ..... | 1913 | | | ..... | ..... | 900 |
| | Lawrence, Zella J. .....(Interim) | ..... | ..... | 1913 | ..... | 1 | ..... | ..... | 650 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Mount Forest | Speirs, Thomas E. | B.A., Tor. | Math. and Physics | 1907 | 6½ | 2 | 1,400 | |
| | McGregor, Robert L. | | | 1913 | 2 | | | 1,200 |
| | McKinley, Clara B. | B.A., Tor. | Classics (Interim) | 1910 | 3 | | | 1,000 |
| | Anderson, Corinne (Interim) | B.A., Tor. | | 1911 | 1½ | | | 700 |
| Newburgh | Andrews, Robert T. | B.A., Tor. | Classics | 1910 | 8 | 14 | 1,200 | |
| | McKeracher, Florence J. | B.A., Queen's | | 1911 | 3 | 3 | | 1,000 |
| | Mackenzie, Eva Florine | | Art (Interim) | 1911 | 4½ | 9½ | | 800 |
| Newcastle | Witheril, Ebenezer Rufus | B.A., Queen's | | 1911 | 19 | 20 | 1,300 | |
| | Grierson, Annie Irene (Interim) | B.A., McMaster | | 1912 | ½ | 1 | | 650 |
| Newmarket | Merritt, Robert Norris | B.A., Tor. | Math. | 1911 | 13 | 1½ | 1,600 | |
| | Hollingshead, John Edwin | | | 1884 | 28 | 2½ | 1,000 | |
| | Kidd, William Livingston | | | 1910 | 8 | 10 | 1,200 | |
| | Wickett, Laura E. | | Commercial | 1909 | 3½ | 1½ | | 1,000 |
| | Smith, Isabella K. | B.A., Tor. | | 1910 | 5 | | | 850 |
| | Stickley, J. C. | B.S.A., Tor. | (Agriculture Instructor) | 1912 | 2 | | 1,200 | |
| Niagara | Clark, Joseph Campbell | B.A., Tor. | Classics | 1910 | 17 | 2½ | 1,000 | |
| | Watson, Mary Isabella (Interim) | B.A., Queen's | Science | 1912 | ½ | | | 750 |
| Niagara Falls South | Myer, Albert N. | M.A., Trin. | Math. | 1908 | 18½ | | 1,600 | |
| | Dawson, Margaret M. | | | 1907 | 5 | 2 | | 800 |
| | Ford, Katrina P. (Interim) | | | 1912 | 1 | 1 | | 800 |
| | *Kelly, Ora B. | | (Household Science Instr.) | 1912 | ½ | 2 | | |
| North Bay | Girdwood, Arthur Reginald | B.A., McMaster | Math. | 1904 | 9 | | 1,800 | |
| | Code, Ethel May | M.A., Queen's | Fr. and Ger. (Interim) | 1911 | 3 | | | 1,100 |
| | Swain, John M. (Interim) | B.A., Tor. | | 1911 | 1½ | | 1,450 | |
| | Cowan, Ida K. (Interim) | B.A., Tor. | Classics | 1912 | ½ | | | 1,000 |
| North Toronto | Reed, George Henry | M.A., B.Pæd., Tor. | Classics | 1910 | 24 | 4 | 1,750 | |
| | Nelson, Curtis Ira (Interim) | | | 1910 | 2 | 2½ | 1,200 | |
| | Scanlon, Mary Greenfield (Interim) | | | 1911 | 4 | 2½ | | 1,000 |
| Norwood | Lawlor, Richard G. | B.A., Queen's | | 1909 | 8½ | 8 | 1,600 | |
| | Brain, Annie B. | B.A., Trin. | | 1913 | 2 | 1 | | 800 |
| | Macfarlane, Harold G. | | | 1909 | 3½ | | 900 | |
| | Hopkins, E. S. | B.S.A., Tor. | (Agriculture Instructor) | 1911 | 1½ | | 1,200 | |
| Oakville | Williams, Lorne J. | B.A., Queen's | | 1912 | 13½ | 2½ | 1,700 | |
| | Ovens, Winifred E. | B.A., Western | | 1912 | 4½ | | | 1,050 |
| | Dengate, Esther Winnifred | B.A., McMaster | | 1910 | 2½ | 1 | | 950 |

*Occasional teacher.

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| High Schools | Name of Teachers | Degrees | Specialists | Date of appointment. | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Omemee ..... | Morden, Frances Dagmar ..... | B.A., Tor. ..... | ..... | 1912 | 6 | 2 | 1,200 | ..... | ..... |
| | Davidson, Viola May ..... | ..... | ..... | 1912 | 2 | 1 | ..... | ..... | 850 |
| Orangeville .. | Steele, Alexander ..... | B.A., Tor. ..... | Eng., Math. ..... | 1879 | 36 | .... | 1,600 | ..... | ..... |
| | Strang, Grace Masson ..... | B.A., Tor. ..... | Mods. and Hist. ..... | 1907 | 6½ | .... | ..... | ..... | 1,100 |
| | Adams, John Hamilton ..... | B.A., Tor. ..... | ..... | 1909 | 4½ | .... | ..... | 1,150 | ..... |
| | Allin, Richard Percy ....(Interim) | M.A., Queen's ..... | Science ..... | 1912 | ½ | .... | ..... | 1,200 | ..... |
| | McIntyre, Sada .....(Interim) | ..... | ..... | 1912 | ½ | 5 | ..... | ..... | 700 |
| | Dorrance, H. A. ..... | B.S.A., Tor. ..... | (Agriculture Instructor) ... | 1911 | 1½ | 3 | ..... | 1,200 | ..... |
| | Duff, John C. ..... | ..... | (Asst. Agr. Instr.) ..... | 1912 | ..... | .... | ..... | 600 | ..... |
| Oshawa ..... | Dolan, John Henry ..... | B.A., Queen's ..... | Classics ..... | 1911 | 14½ | .... | 1,800 | ..... | ..... |
| | Stevenson, Lewis. ..... | B.A., B.Sc., Vic. .... | Math., Science ..... | 1902 | 20 | 3 | ..... | 1,500 | ..... |
| | Courtice, Samuel James ..... | B.A., Tor. ..... | Math. ..... | 1908 | 12 | 6 | ..... | 1,500 | ..... |
| | Faint, Pearl Blanche ..... | M.A., Tor., ..... | Mods. and Hist. ..... | 1910 | 4½ | .... | ..... | ..... | 1,200 |
| | Armstrong, Florence Janette ..... | ..... | ..... | 1910 | 2½ | 5 | ..... | ..... | 750 |
| | Brill, Minnie Louise ....(Interim) | ..... | Commercial ..... | 1912 | 2 | 7 | ..... | ..... | 1,000 |
| Paris ..... | Bell, Walter N. ..... | B.A., Tor. ..... | Classics ..... | 1898 | 22 | .... | 1,700 | ..... | ..... |
| | Keegan, Joseph D. ..... | ..... | ..... | 1910 | 7½ | 13 | ..... | 1,100 | ..... |
| | McKelvey, Barbara .....(Interim) | B.A., Tor. ..... | ..... | 1911 | 2 | .... | ..... | ..... | 900 |
| | Willson, Blanche .....(Interim) | B.A., Tor. ..... | ..... | 1912 | ½ | 1½ | ..... | ..... | 1,100 |
| | Schuyler, Roy ..... | B.S.A., Tor. ..... | (Agriculture Instructor) ... | 1912 | ½ | .... | ..... | 1,200 | ..... |
| Parkhill ..... | Hall, Wilbert ..... | B.A., Tor. ..... | ..... | 1911 | 4 | 3 | 1,500 | ..... | ..... |
| | Henry, Lizzie C. ..... | B.A., Queen's ..... | Mods. & Hist. (Int.), Fr. & Ger. | 1910 | 3½ | 13 | ..... | ..... | 1,000 |
| | Halliday, J. Maude .....(Interim) | ..... | ..... | 1912 | 2½ | 3½ | ..... | ..... | 750 |
| | Burns, Olive M. .....(Interim) | B.A., Queen's ..... | ..... | 1912 | ½ | 2 | ..... | ..... | 800 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Pembroke .... | Ross, Ralph ..... | B.A., B.Paed., Tor... | Classics ..... | 1895 | 25 | .... | 1,650 | ..... | .. |
| | Iler, Helen Augusta ..... | B.A., McMaster .... | Math. ..... | 1910 | 5 | 1½ | ..... | ..... | 1 250 |
| | Rose, Marion Helena ..... | ..... | Fr. and Ger. ..... | 1911 | 17½ | 4 | ..... | ..... | 1,100 |
| | Bruels, Ira Delos ..... | B.A., Queen's ..... | Science ..... | 1912 | 25 | 5 | ..... | 1,650 | ..... |
| Penetanguishene ..... | Keefe, Reuben Daniel ..... | B.A., Tor. ..... | ..... | 1907 | 10½ | .... | 1,450 | ..... | ..... |
| | Sweet, Fred. G. ..... | ..... | ..... | 1911 | 3 | 4½ | ..... | 1,000 | ..... |
| | McArthur, Christina A. ..... | ..... | ..... | 1911 | 17 | 3 | ..... | ..... | 750 |
| Petrolea ..... | Clyde, William ..... | M.A., Queen's ..... | ..... | 1888 | 26 | 1½ | 1,350 | ..... | ..... |
| | McPhail, Alexander C. ..... | B.A., Queen's ..... | ..... | 1910 | 17½ | 10½ | ..... | 1,200 | ..... |
| | Leckie, Bruce E. .....(Interim) | B.A., McMaster .... | Science ..... | 1910 | 2½ | 2 | ..... | 1,250 | ..... |
| | Jackson, Annie M. .....(Interim) | B.A., Tor. ..... | ..... | 1911 | 1½ | .... | ..... | ..... | 950 |
| | Porter, W. H. ..... | B.S.A., Tor. ..... | (Agriculture Instructor) ... | 1912 | ½ | .... | ..... | 1,200 | ..... |
| Plantagenet .. | Walsh, John C. ..... | B.A., Ottawa ..... | ..... | 1907 | 6½ | .... | 1,300 | ..... | ..... |
| | Callaghan, Mila .....(Interim) | ..... | ..... | 1911 | 1½ | 3½ | ..... | ..... | 760 |
| | Brisson, Albertine .....(Interim) | ..... | ..... | 1911 | 1½ | 1 | ..... | ..... | 600 |
| Port Dover ... | Spenceley, George W...*.(Interim) | B.A., Tor. ..... | Math. and Phys. ..... | 1913 | ..... | 3 | 1,300 | ..... | ..... |
| | Dalrymple, Isabel M. ...(Interim) | B.A., Tor. ..... | Fr. and Ger. ..... | 1912 | ½ | .... | ..... | ..... | 750 |
| Port Elgin ... | Nelson, Albert E. ..... | B.A., Queen's ..... | ..... | 1910 | 4½ | 6 | 1,400 | ..... | ..... |
| | Stirling, Charlotte ..... | ..... | ..... | 1911 | 2 | 3 | ..... | ..... | 750 |
| | Scott, Jessie M. .....(Interim) | ..... | ..... | 1911 | 1½ | 2½ | ..... | ..... | 750 |
| Port Hope .... | Snider, Eber Egerton ..... | B.A., Vic. ..... | Math. ..... | 1908 | 22 | 2 | 1,800 | ..... | ..... |
| | Morris, Francis J. A. ..... | B.A., Oxford ..... | Classics ..... | 1912 | 2 | .... | ..... | 1,400 | ..... |
| | Copeland, George E.....(Interim) | M.A., Queen's ..... | Science ..... | 1911 | 1½ | 5½ | ..... | 1,250 | ..... |
| | Scott, Ethel O. .....(Interim) | M.A., Tor. ..... | Mods. and Hist. ..... | 1911 | 1½ | 4 | ..... | ..... | 1,200 |
| | Tuer, Margaret ..... | ..... | Commercial ..... | 1910 | 6 | 5 | ..... | ..... | 900 |
| | McGregor, Annie K. ..... | B.A., Queen's ..... | ..... | 1913 | 6½ | .... | ..... | ..... | 1,000 |
| | Duncan, Reginald S. ..... | B.S.A., Tor. ..... | (Agriculture Instructor) .... | 1910 | 2 | .... | ..... | 1,300 | ..... |
| Port Perry .. | Follick, Thomas H. ..... | M.A., Vic. ..... | Science ..... | 1912 | 22½ | 2 | 1,600 | ..... | ..... |
| | Stone George ..... | .. .. ..... | ..... | 1883 | 31 | 4 | ..... | 1,300 | ..... |
| | Coad, Hanna G. .....(Interim) | M.A., Tor. ..... | Mods. and Hist. ..... | 1911 | 1½ | 1½ | ..... | ..... | 1,000 |
| | Harris, L. Morwenna....(Interim) | .. .. ..... | .. ..... | 1912 | 2½ | 1½ | ..... | ..... | 800 |
| Port Rowan .. | Amos, Harold Edwin ..... | B.A.,Qns.B.Paed.,Tor. | ..... | 1910 | 5½ | 8 | 1,500 | ..... | ..... |
| | Campbell, Hughena ..... | .. .. ..... | ..... | 1910 | 3½ | .... | ..... | ..... | 800 |

* Temporary qualification as Principal.

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| High Schools | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Prescott | Trench, W. Wycliffe Anson | B.A., Tor. | Classics | 1911 | 8½ | 5 | 1,500 | ..... | ..... |
| | Goulding, Hanna Mitchell | .. . | ..... | 1911 | 9¼ | 2½ | ..... | ..... | 1,200 |
| | Pinel, Hattie Louise ....(Interim) | M.A., Tor. | Fr. and Ger., Eng. and Hist. | 1911 | 1½ | .... | ..... | ..... | 900 |
| | Smith, Fred. P. .....(Interim) | M.A., Queen's | Science | 1912 | 4½ | 5 | ..... | 1,300 | ..... |
| Richmond Hill | Davidson, John | M.A., LL.B., Tor. | Classics | 1910 | 32 | 3 | 1,400 | ..... | ..... |
| | Carpenter, Ida Mary | B.A., Tor. | ..... | 1911 | 2 | .... | ..... | ..... | 800 |
| | Bell, John Archibald ...(Interim) | .. . | ..... | 1912 | ½ | .... | ..... | 700 | ..... |
| Rockland | Eby, Florence Mary | B.A., Tor. | ..... | 1908 | 8½ | .... | 1,000 | ..... | ..... |
| | Phelan, Helen Marguerite..(Inter.) | .. . | ..... | 1911 | 3 | .... | ..... | ..... | 750 |
| | Quinlan, Mayme .....(Interim) | .. . | ..... | 1912 | ½ | 3½ | ..... | ..... | 700 |
| Sault Ste. Marie | Race, Wilfrid Ballantyne | B.A., Queen's | Mods. and Hist. | 1904 | 20 | .... | 2,200 | ..... | ..... |
| | Rudlen, George William | B.A., Tor. | Math. | 1904 | 14 | .... | ..... | 1,700 | ..... |
| | Walkom, Daniel T. | B.A., Queen's | ..... | 1911 | 3 | 3½ | ..... | 1,600 | ..... |
| | Harkness, Mary Dell | M.A., Queen's | Mods. and Hist. (Interim).. | 1906 | 6 | 6 | ..... | ..... | 1,300 |
| | Clayton, Vivian Emily | B.A., Man. | Commercial | 1908 | 6½ | 1½ | ..... | ..... | 1,200 |
| | Mackenzie, Anna .....(Interim) | .. . | ..... | 1910 | 2½ | 11 | ..... | ..... | 1,000 |
| | Later, Thomas John | .. . | (Manual Training Instr.)... | 1910 | 2 | 10 | ..... | 1,400 | ..... |
| | Shaw, Mary Pauline | .. . | (Household Science Instr.).. | 1910 | 6 | .... | ..... | ..... | 900 |
| | Smith, A. S. | B.S.A., Tor. | (Agriculture Instructor) .... | 1911 | 1½ | .... | ..... | 1,200 | ..... |
| Simcoe | Christie, James Douglas | B.A., Tor. | Eng., Fr. and Ger. | 1889 | 34 | .... | 1,550 | ..... | ..... |
| | Hagan, James W. | M.A., Queen's | Science | 1910 | 8 | 5 | ..... | 1,450 | ..... |
| | Messmore, Joseph Franklin | B.A., Tor. | Classics | 1911 | 21 | .... | ..... | 1,300 | ..... |
| | Skirrow, William A.....(Interim) | M.A., Queen's | Math. | 1910 | 2½ | .... | ..... | 1,250 | ..... |
| | Goodland, Alma | .. . | Commercial | 1907 | 6 | 11 | ..... | ..... | 950 |
| | Smith, J. Ernest | B.S.A., Tor. | (Agriculture Instructor) .... | 1912 | ..... | .... | ..... | 1,250 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Smithville | Tremeer, James | B.A., Vic. | Classics | 1908 | 25 | 3 | 1,300 | | |
| | MacKay, Olive (Interim) | B.A., Tor. | Math. | 1911 | 1½ | | | | 800 |
| | Lindsay, Bertie L. (Interim) | | | 1911 | 1½ | 4½ | | | 700 |
| Stirling | Kennedy, George E. | B.A., Vic. | Science | 1893 | 20 | 4 | 1,400 | | |
| | McRae, Caroline Jean | B.A., Queen's | Eng. and Hist. | 1909 | 3½ | ½ | | | 1,000 |
| | Mastin, Eunice E. (Interim) | B.A., Tor. | | 1911 | 1½ | | | | 850 |
| | Dickens, Violet I. (Interim) | B.A., McMaster | | 1912 | ½ | 1 | | | 700 |
| | McIntosh, A. D. | B.S.A., Tor. | (Agriculture Instructor) | 1911 | 1½ | | | 1,400 | |
| Streetsville | Kemp, William | M.A., Queen's | Eng. and Hist., Fr. and Ger. | 1909 | 12 | 1 | 1,400 | | |
| | Jeffrey, Hugh G. Stirling (Interim) | | | 1912 | 1 | | | 900 | |
| | White, Kate Elizabeth | | Commercial | 1912 | 6½ | 1 | | | 1,000 |
| Sudbury | Berlanquet, Hugh S. | B.A., Queen's | Classics | 1910 | 9 | | 2,000 | | |
| | O'Grady, John Lee | | | 1910 | 3 | 2 | | 1,400 | |
| | Baker, Wester Roy (Interim) | B.A., Tor. | | 1910 | 2½ | | | 1,400 | |
| | Bibby, Marie Victoria | B.A., Tor. | Mods. and Hist. | 1911 | 6½ | | | | 1,300 |
| | White, Herbert T. (Interim) | M.A., B.Sc., Queen's | Science | 1912 | 1½ | ½ | | 1,700 | |
| Sydenham | Sine, Fred. | M.A., B.Sc., Queen's. | | 1913 | 5½ | 5 | 1,700 | | |
| | Howson, Bruce F. | | | 1911 | 3½ | 2 | | 1,050 | |
| | Hiscock, Mary B. | B.A., Queen's | | 1910 | 2½ | | | | 825 |
| | Davidson, Edith M. | B.A., Queen's | | 1910 | 2½ | | | | 875 |
| | Taggart, Jas. G. | B.S.A., Tor. | (Agriculture Instructor) | 1912 | ½ | | | 1,200 | |
| Thorold | Fitzgerald, Eliza Sophia | M.A., Queen's | Classics | 1909 | 28½ | | 1,100 | | |
| | Woolley, Clarence Byron (Interim) | | | 1911 | 1½ | | | 850 | |
| | Moir, Mary Isabella (Interim) | B.A., Tor. | | 1910 | 3 | 1 | | | 750 |
| | *Kelly, Ora B. | | (Household Science Instr.) | 1912 | ½ | 2 | | | |
| Tillsonburg | Davidson, John H. | M.A., B.Paed., Tor. | Math. | 1910 | 10 | 7½ | 1,500 | | |
| | Hindson, Hilda Mary | | Commercial | 1904 | 8 | 6 | | | 1,000 |
| | Allen, Mabel E. | B.A., Tor. | Mods. and Hist. | 1912 | 7 | | | | 1,000 |
| | McIntosh, Alexander J. (Temp.) | B.A., Tor. | | 1913 | 2½ | 5 | | 1,000 | |
| Toronto, Commerce and Finance | Eldon, Robert H. | B.A. Queen's | Math., Commercial | 1911 | 21 | 7 | 3,000 | | |
| | Ward, William | B.A., B.Paed., Queen's | Commercial | 1911 | 18 | 5 | | 2,050 | |
| | Fletcher, William H. | M.A., Queen's | Science, Commercial | 1911 | 17½ | 4½ | | 1,950 | |
| | Baird, William | | Commercial | 1911 | 10 | 4 | | 1,950 | |
| | Edward, Wesley G. | | Commercial | 1911 | 7½ | 1 | | 1,850 | |
| | Bailey, Joseph J. | | | 1911 | 8½ | 5½ | | 1,850 | |
| | Webster, Samuel C. | B.A., Tor. | | 1911 | 11 | 2 | | 1,650 | |
| | Conlin, Evelyn E. | B.A., Tor. | Mods. and Hist. | 1911 | 10½ | | | | 1,600 |
| | Van Every, John F. | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1912 | 15 | | | 1,500 | |
| | †McDonald, Evelyn (Interim) | M.A., Tor. | Mods. and Hist. | 1911 | 1¼ | | | | |

*Occasional Teacher. †Temporary teacher.

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

| High Schools | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Toronto, Malvern Ave. | Lehmann, Carl A. K. | B.A., Tor. | Science | 1910 | 17 | 2 | 2,700 | ..... | ..... |
| | Barr, Lydia Adams | B.A., Tor. | Mods. and Hist. (Interim) | 1908 | 20 | 9 | ..... | ..... | 1,650 |
| | Lingwood, Frederick Houchen | M.A., Trin., B. Paed., Queen's | Classics | 1910 | 20 | .... | ..... | 1,700 | ..... |
| | Wood, Frank Herbert | B.A., Tor. | Math. | 1910 | 7½ | .... | ..... | 2,100 | ..... |
| | Horton, Charles William | B.A., Queen's | Eng. and Hist. | 1911 | 19 | 7 | ..... | 2,100 | ..... |
| | Graham, Louis H. | M.A., Tor. | Science | 1912 | 13 | 5 | ..... | 1,900 | ..... |
| Toronto, Oakwood | Gray, Robert Alex. | B.A., Tor. | Math. | 1910 | 28 | .... | 2,700 | ..... | ..... |
| | Jewett, Albert Edward | B.A., Queen's | Science | 1908 | 25 | 3½ | ..... | 2,150 | ..... |
| | Thompson, John Frederick | M.A., D.Paed., Tor. | Classics | 1908 | 14 | 1½ | ..... | 1,950 | ..... |
| | Clarke, Frederick Hall | B.A., Tor. | Eng. and Hist., Fr. and Ger. | 1908 | 17 | .... | ..... | 2,050 | ..... |
| | Irwin, Herbert William | B.A., Tor. | Mods. and Hist. | 1908 | 11 | .... | ..... | 1,950 | ..... |
| | Kennedy, Thomas | M.A., Queen's | Math. | 1908 | 13 | 2¾ | ..... | 1,950 | ..... |
| | Ketcheson, Florence Blanche | B.A., Tor. | Mods. and Hist. | 1908 | 7 | .... | ..... | ..... | 1,700 |
| | Hofferd, George W. | M.A., Man., B.A., Qns. | ..... | 1913 | 3½ | 5½ | ..... | 1,500 | ..... |
| | Shortill, Robert Nickell | ..... | (Manual Training Instr.) | 1912 | 13½ | 26 | ..... | 1,500 | ..... |
| | Sutherland, Isabel | B.S., Columbia | (Household Science Instr.) | 1912 | ½ | 10 | ..... | ..... | 800 |
| Toronto, Riverdale | Michell, William C. | B.A., Tor. | Classics | 1910 | 21 | .... | 2,700 | ..... | ..... |
| | Moore, James Rosington | M.A., Queen's | Science | 1907 | 14 | ½ | ..... | 2,050 | ..... |
| | Wren, John Stewart | B.A., Tor. | Math. | 1907 | 14 | .... | ..... | 2,050 | ..... |
| | Willson, Alice M. | B.A., Tor. | Fr. and Ger. | 1908 | 9 | 4 | ..... | ..... | 1,950 |
| | Watson, Erwin H. A. | B.A., Tor. | Mods. and Hist. | 1910 | 12 | 3 | ..... | 1,950 | ..... |
| | McKinley, James M. | B.A., Tor. | Classics | 1910 | 13 | .... | ..... | 1,850 | ..... |
| | Kidd, Truman William | B.A., Queen's | Art | 1909 | 7⅓ | 6 | ..... | 1,650 | ..... |
| | Rogers, William Henry | M.A., Trin. | Math. | 1909 | 10½ | 2 | ..... | 1,650 | ..... |
| | Dunnett, Alfred H. .....(Interim) | B.A., Queen's | ..... | 1911 | 1½ | 11½ | ..... | 1,500 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Toronto, Technical | McKay, Alexander Charles | B.A., LL.D., Tor. | Math. | 1911 | 6 | 2 | 5,000 | | |
| | McBean, John William | B.A., Tor. | | 1902 | 10 | 1 | | 2,200 | |
| | Warren, James McIntosh | B.A., Tor. | Math. | 1903 | 18½ | | | 2,500 | |
| | Kirkland, William Stuart | M.A., Queen's | Science | 1903 | 16½ | 1 | | 2,500 | |
| | Wilson, William James | B.A., Tor. | Science (Interim) | 1902 | 10½ | | | 2,050 | |
| | MacLean, Allan Edmund | B.A., Queen's | Eng. and Hist. Fr. and Ger. | 1910 | 20 | 5 | | 1,600 | |
| | Rutherford, William Herbert | M.A., Tor. | Math. | 1904 | 9½ | | | 1,950 | |
| | Rundle, John Ashton | | | 1904 | 8½ | 18½ | | 1,950 | |
| | Downey, Helen Elizabeth | B.A., Tor. | Mods. and Hist. | 1904 | 12 | | | | 1,950 |
| | Jolliffe, Ernest Howard | B.A., Tor. | Science (Interim) | 1908 | 4½ | 2½ | | 1,600 | |
| | Ferguson, Walter P.....(Interim) | M.A., Queen's | Science | 1911 | 4 | | | 1,400 | |
| | Blackwood, William Cameron | B.A.Sc., Tor. | | 1912 | ½ | 3½ | | 1,400 | |
| | Peake, Charles Nicholson | | (Instr. in Drafting) | 1898 | | | | 1,950 | |
| | Hahn, Gustav | | ( do Industrial Design) | 1902 | | | | 1,100 | |
| | Banks, John Lisney | | ( do Modeling) | 1906 | | | | 1,400 | |
| | Hahn, Emanuel | | ( do Freehand Draw.) | 1907 | | | | 820 | |
| | Maynard, Carmen Moses | | ( do do ) | 1912 | | | | 950 | |
| | Cobb, Charles S. | M.Sc., Cornell | ( do Architecture) | 1912 | | | | 720 | |
| | Cunningham, James Henry | | Manual Training | 1911 | 2 | 15 | | 1,800 | |
| | Davidson, Margaret Mary | | (Household Science Instr.) | 1902 | | | | | 1,800 |
| | DeLaporte, Marie Annette | | do do | 1907 | 5 | | | | 1,100 |
| | Sheffield, Lillian Foster | | do do | 1911 | | | | | 800 |
| | Gray, Annie M. (See note below.) | | do do | 1912 | | | | | 800 |
| Trenton | Whyte, Robert | B.A., Tor. | | 1910 | 17 | 4 | 1,500 | | |
| | Pattee, Mrs. Ada | | Eng. and Hist. | 1889 | 25 | | | | 1,000 |
| | Gould, Elva.....(Interim) | | | 1911 | 3 | | | | 750 |
| | Kirkpatrick, Effie | | | 1912 | 5 | ½ | | | 1,000 |
| Uxbridge | Ferguson, Thomas R. | M.A., Queen's | Math. | 1911 | 6 | 3 | 1,500 | | |
| | Jeckell, Laura M. | | | 1908 | 5 | 2½ | | | 900 |
| | Broatch, Margaret A.....(Interim) | | | 1911 | 1½ | 4½ | | | 850 |
| | Wales, Lottie S.....(Interim) | B.A., Tor. | Eng. and Hist. | 1912 | ½ | | | | 800 |
| Vienna | Simpson, John | M.A., Tor. | | 1912 | 8½ | 7 | 1,100 | | |
| | Lott, Edith A.....(Interim) | | | 1913 | | | | | 700 |
| Walkerton | Morgan, Joseph | M.A., Tor. | Classics | 1881 | 31 | | 1,500 | | |
| | McGregor, Margaret C. | B.A., Tor. | | 1908 | 5½ | 1½ | | | 950 |
| | Cummer, May Elvina | | | 1909 | 7½ | | | | 1,100 |
| | Case, H. James | | | 1913 | 6 | 13 | | 1,200 | |
| | McKay, Norman C. | B.S.A., Tor. | (Agriculture Instructor) | 1912 | ½ | | | 1,200 | |

NOTE.—In addition, there are 35 occasional teachers for evening classes only, and one occasional teacher for evening and day classes, in the Technical High School.

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913—Continued

| High Schools | Names of Teachers | Degrees | Specialists | Date of appointment | No. of years' experience in a High School or Collegiate Institute | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Wardsville ... | Jardine, William Wilson ..... | B.A., Tor. ..... | ..... | 1911 | 32 | 9½ | 1,200 | ..... | ..... |
| | Neelands, Lucy G.....(Interim) | ..... | ..... | 1912 | ½ | .... | ..... | ..... | 700 |
| Waterdown ... | Campbell, Alexander ..... | B.A., Tor. ..... | Math. ..... | 1908 | 22 | 3 | 1,150 | ..... | ..... |
| | Chassels, Frances ..... | ..... | ..... | 1909 | 3½ | 3 | ..... | ..... | 750 |
| | Crummer, Eva ..... | ..... | ..... | 1909 | 3½ | 2 | ..... | ..... | 750 |
| Waterford .... | Zavitz, Arthur S. ..... | B.A., Queen's ..... | ..... | 1911 | 4½ | 3½ | 1,500 | ..... | ..... |
| | Rowntree, Annie E. .....(Interim) | M.A., Tor. ..... | Mods. and Hist. ..... | 1910 | 2½ | 5 | ..... | ..... | 1,050 |
| | Russell, James W. .....(Interim) | ..... | ..... | 1912 | ½ | .... | ..... | 750 | ..... |
| Watford ..... | Potter, Charles ..... | B.A., Tor. ..... | Math. ..... | 1912 | 28 | 5 | 1,500 | ..... | ..... |
| | Mitchell, Blanche H. ..... | ..... | ..... | 1907 | 5½ | 4 | ..... | ..... | 900 |
| | McCaw, Hester E. A. ..... | B.A., Tor. ..... | Eng. and Hist. ..... | 1912 | 4½ | .... | ..... | ..... | 950 |
| | Smith, S. Louise ..... | ..... | ..... | 1912 | 4 | 3½ | ..... | ..... | 1,000 |
| Welland ..... | McCuaig, Herbert M. ..... | B.A., Queen's ..... | ..... | 1891 | 28 | .... | 1,600 | ..... | ..... |
| | Thompson, Peter M. ..... | M.A., Queen's ..... | Science ..... | 1912 | 12½ | .... | ..... | 1,500 | ..... |
| | Thomson, Helen M. ..... | B.A., Tor. ..... | Math. ..... | 1908 | 4 | 3 | ..... | ..... | 1,100 |
| | Stone, Grace L. ..... | B.A., McMaster .... | Mods. and Hist. ..... | 1910 | 3 | 2½ | ..... | ..... | 950 |
| | Brennan, Jennie L. ..... | ..... | ..... | 1906 | 6 | 5 | ..... | ..... | 900 |
| | Austin, Robert ..... | B.S.A., Tor. ..... | (Agriculture Instructor) ... | 1912 | ½ | .... | ..... | 1,200 | ..... |
| Weston ..... | Fairchild, Austin H. ..... | B.A., McMaster .... | Math. ..... | 1911 | 8½ | 5 | 1,600 | ..... | ..... |
| | Gillies, Annie M. ..... | M.A., Tor. ..... | Classics ..... | 1910 | 2½ | ½ | ..... | ..... | 1,100 |
| | Penson, Elizabeth .....(Interim) | M.A., Queen's ..... | Science ..... | 1911 | 3 | 1 | ..... | ..... | 1,200 |
| | Graeb, Mabel M. ..... | M.A., Tor. ..... | Mods. and Hist. ..... | 1911 | 4½ | .... | ..... | ..... | 1,050 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Whitby | Bell, John Johnston | B.A., Tor. | | 1912 | 27 | 1 | 1,500 | | |
| | Innes, Alexander R. | | | 1913 | 25 | 6 | | 1,200 | |
| | Baker, Sarah J. | | Commercial (Interim) | 1912 | 7 | 2½ | | | 1,000 |
| | Leonard, Lottie P. (Interim) | B.A., Vic. | | 1912 | ½ | 2½ | | | 900 |
| | Hare, James H. | B.S.A., Tor. | (Agriculture Instructor) | 1908 | 4 | | | 1,500 | |
| Wiarton | Hamilton, J. Rennie | B.A., Queen's | | 1912 | 3½ | | 1,600 | | |
| | Graves, Bessie | B.A., Western | | 1911 | 4 | 1½ | | | 850 |
| | Allan, Nellie Fraser | | | 1911 | 4 | 6 | | | 800 |
| Williamstown | Cooke, John Alexander | M.A., Queen's | Classics | 1911 | 23 | 3 | 1,700 | | |
| | Cattanach, Jessie S. | B.A., Queen's | | 1910 | 2½ | 4½ | | | 1,050 |
| | O'Brian, Mabel B. | | | 1909 | 5½ | | | | 1,000 |
| | Arnold, Hubert George (Interim) | | | 1911 | 1½ | | | 1,400 | |
| Wingham | Smith, John Charles | B.A., Queen's | Classics (Interim) | 1907 | 7½ | 3 | 1,500 | | |
| | Percy, Herbert Algernon | | | 1910 | 4 | 2 | | 1,350 | |
| | Smith, George Richard (Interim) | B.A., Tor. | Math. | 1911 | 1½ | 3½ | | 1,200 | |
| | Brewster, Constance E. (Interim) | B.A., Vic. | Mods. and Hist. | 1911 | 1½ | | | | 900 |
| | Anderson, Beatrice E. | | | 1908 | 4 | 3 | | | 800 |

## SUMMARY, JANUARY, 1913

### Number of Schools, Sex of Teachers, and Percentages

**Schools**

| | |
|---|---|
| Collegiate Institutes | 44 |
| High Schools | 104 |
| Total | 148 |

**Teachers**

| | |
|---|---|
| Gentlemen | 554 |
| Ladies | 363 |
| Total | 917 |
| Increase for the year | 19 |

**Percentages**

| | | | | |
|---|---|---|---|---|
| January, 1913.... | Gentlemen | 60.41; | Ladies | 39.58 |
| January, 1912.... | " | 62.36; | " | 37.63 |
| January, 1909.... | " | 67.55; | " | 32.45 |
| January, 1904.... | " | 78.80; | " | 21.20 |

### Number of Teachers

**Collegiate Institutes**

| | |
|---|---|
| Principals | *43 |
| Assistants | 418 |
| Total | 461 |
| Increase for the year 13 | |

**High Schools**

| | |
|---|---|
| Principals | *103 |
| Assistants | 353 |
| Total | 456 |
| Increase for the year, 6 | |

**Grand Total**

| | |
|---|---|
| Principals | *146 |
| Assistants | 771 |
| Grand Total | 917 |
| Increase for the year, 19 | |

### Salaries

**Collegiate Institutes**

| | |
|---|---|
| Highest Salary | $3 600 |
| Average " Principals | 2,046 |
| " " Male Assistants | 1,558 |
| " " Female " | 1,165 |
| Average Salary | $1,476 |
| Increase for the year | $40 |

**High Schools**

| | |
|---|---|
| Highest Salary | †$5,000 |
| Average " Principals | 1,602 |
| " " Male Assistants | 1,387 |
| " " Female " | 957 |
| Average Salary | $1,236 |
| Increase for the year | $48 |

**Collegiate Institutes and High Schools**

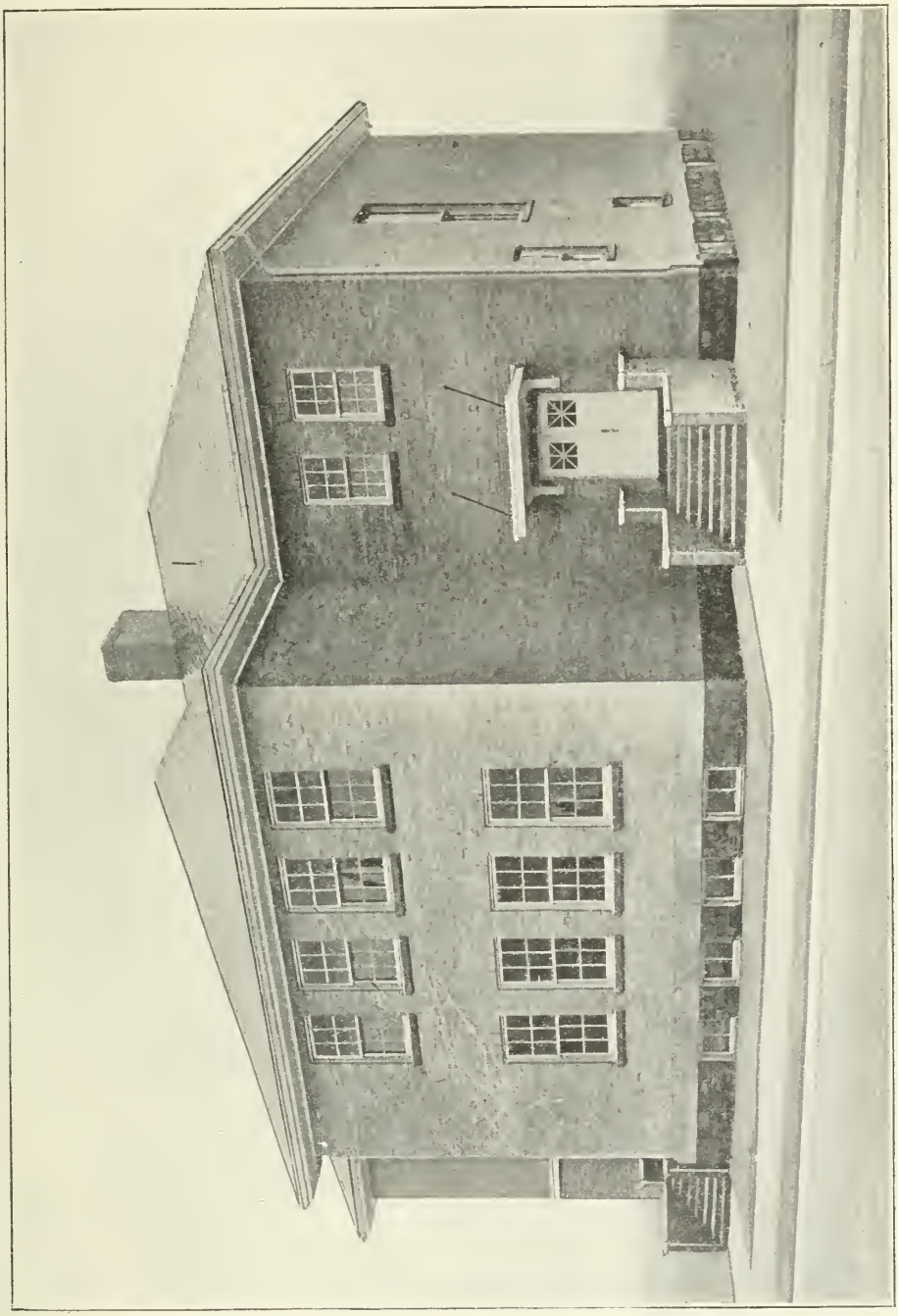
| | |
|---|---|
| Highest Salary | †$5,000 |
| Average " all Principals | 1,733 |
| " " all Assistants | 1,286 |
| Average Salary, all | 1,357 |
| Increase for the year | $45 |
| Average Salary, Male Assistants | $1,499 |
| " " Female " | 1,043 |
| Increase for the year, Principals | 63 |
| " " Male Assistants | 59 |
| " " Female " | 47 |

### University Graduates, Specialists, etc.

**Collegiate Institutes and High Schools**

| | |
|---|---|
| Graduates | 663 |
| Non-Graduates | 254 |
| Percentage of Graduates, 1913 | 72.30 |
| Percentage of Graduates, 1912 | 71.93 |
| Percentage of Non-Graduates, 1913 | 27.69 |
| Percentage of Non-Graduates, 1912 | 28.06 |
| Interim Certificates | 182 |
| Specialists | 427 |
| Interim Specialists | 115 |
| Percentage of Specialists and Interim Specialists, 1913 | 59.10 |
| Percentage of Specialists and Interim Specialists, 1912 | 59.35 |
| Percentage of Non-Specialists, 1913 | 40.89 |
| Percentage of Non-Specialists, 1912 | 40.64 |

* One Principal to be appointed in a Collegiate Institute and one in a High School.
† Salary of Principal of Technical High School; $3,000 is the highest salary in the other High Schools.



Clifford Continuation and Public School, erected 1912

## IV.—List of Principals and Assistants of Continuation Schools, January, 1913

| Post Office and Name of School | Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.) | Degrees | Specialists | Date of appointment | No. of years' experience in a High or Continuation School | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Acton | Stewart, William H. | | | 1903 | 9½ | 15 | 1,200 | ..... | ..... |
| | Humphries, B. Rowena | | | 1909 | 3½ | 3 | ..... | ..... | 750 |
| Alliston | Davidson, Hugh *.... | B.A., Tor. | | 1909 | 26 | 2 | 1,500 | ..... | ..... |
| | McArthur, Annie .....(Interim) | B.A., Queen's | | 1911 | 2 | ⅓ | ..... | ..... | 800 |
| | Morton, Christina .....(Interim) | | | 1912 | 3½ | .... | ..... | ..... | 700 |
| Alvinston | Carbert, Robert H. | | | 1911 | 4½ | 3 | 1,250 | ..... | ..... |
| | Morris, Edna Winnifred | | | 1910 | 3½ | 3 | ..... | ..... | 750 |
| Amherstburg | Overholt, B. Percy | | | 1910 | 4½ | 4 | 1,150 | ..... | ..... |
| | Brimicombe, Bessie | | Commercial ... | 1912 | ½ | 3 | ..... | ..... | 800 |
| | Hicks, Viva M. .....** | | | 1912 | 4½ | 1 | ..... | ..... | 725 |
| Arkona | Augustine, Annie | | | 1912 | 2½ | 5 | 675 | ..... | ..... |
| Avonmore | Stenhouse, Rebecca | B.A., McMaster | | 1913 | 2½ | 3½ | 1,000 | ..... | ..... |
| | Hamblin, Flora .....(Interim) | B.A., Queen's | | 1912 | ½ | .... | ..... | ..... | 750 |
| Ayr | Fleming, Gertrude | | | 1912 | ¾ | 2½ | 800 | ..... | ..... |
| Bath | Brackenbury, George L....(Temp.) | | | 1912 | 1½ | 1 | 1,000 | ..... | ..... |
| Beaverton | Burke, Alexander | | | 1912 | 18½ | 13 | 1,200 | ..... | ..... |
| | Wallen, Elizabeth J. | | | 1912 | ½ | 3½ | ..... | ..... | 700 |
| Beeton | Webb, Roland D. .....** | | | 1912 | 2½ | 1½ | 1,200 | ..... | ..... |
| | Grant, Margaret | | | 1912 | ½ | 3 | ..... | ..... | 700 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Belmont, U.11 South Dorchester | Ward, Edward M. H.†...(Interim) | | | 1912 | 3¼ | 1½ | 1,200 | | |
| | Lang, Ruby B. .....(Interim) | | | 1912 | ½ | | | | 700 |
| Blenheim | Wightman, Stanley | | | 1911 | 8½ | 2½ | 1,200 | | |
| | Agar, Shirley V.....(Interim) | | | 1912 | ½ | | | | 600 |
| Blind River | Murday, Arthur | | | 1911 | 2 | 8 | 1,100 | | |
| | Thornhill, Janet T. | | | 1911 | 3½ | 5 | | | 700 |
| Blyth | Barr, Mrs. I. E. Powell | | | 1911 | 3 | 2½ | 1,000 | | |
| Bothwell | Macdonald, Moran E. | B.A., Queen's | | 1912 | 4¼ | 6 | 1,000 | | |
| | Humphries, Wilma M. ..(Interim) | | | 1912 | ½ | | | | 600 |
| Bowesville, 5 Gloucester | Dunn, Agnes T. | | | 1913 | | 2 | 800 | | |
| Bracebridge | Shannon, Samuel .....*.... | B.A., Tor. | | 1908 | 5 | 3 | 1,600 | | |
| | Dufton, Olive Hope | | | 1909 | 3½ | 2 | | | 750 |
| | Hodgins, Ethelberta ....(Interim) | | | 1910 | 2½ | 1 | | | 675 |
| Bridgeburg | Henderson, Hubert M.†..(Interim) | | | 1912 | ½ | 1 | 1,100 | | |
| | Stephens, Ella G. | | | 1910 | 2½ | 3 | | | 825 |
| Bruce Mines | Gray, Henry | M.A., Ph.D., Bloomington | | 1912 | 12½ | 25 | 1,100 | | |
| | McGibbon, Hazel .....(Interim) | | | 1912 | ½ | | | | 700 |
| Brussels | Scott, Benjamin S. | | | 1911 | 1½ | 3 | 1,200 | | |
| | McPherson, Pearle .....(Interim) | | | 1912 | ½ | | | | 700 |
| Burk's Falls | .....‡.... | | | | | | | | |
| | Bell, Jessie M. .....(Interim) | B.A., Tor. | Mods. & Hist.. | 1911 | 1½ | 3 | | | 700 |
| Burlington | Smith, Daniel E. .....*.... | B.A., Tor. | | 1909 | 9½ | 3 | 1,200 | | |
| | Ghent, Lucy T. B. .....(Interim) | B.A., Tor. | | 1911 | 1½ | | | | 700 |
| Cannington | Philp, L. Madeline | | | 1912 | 4 | 3 | 850 | | |
| | Park, Leonora M. .....(Interim) | | | 1912 | ½ | | | | 700 |
| Cardinal | Wilson, Alfred | M.A., Queen's | Fr.&Ger. (Int.) | 1912 | 1½ | 2 | 1,000 | | |

*High School Principal's Certificate. **Interim First Class Certificate endorsed for Principalship of a Grade B Continuation School.
†Temporary qualification as Principal. ‡Principal to be appointed.

## List of Principals and Assistants of Continuation Schools, January, 1913.—Continued

| Post Office and Name of School | Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.) | Degrees | Specialists | Date of Appointment | No. of years' experience in a High or Continuation School | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Carp, 3 Huntley | Stewart, Annie J. **.... | B.A., Queen's | | 1911 | 2 1/3 | 1 1/3 | 950 | ..... | ..... |
| | Keough, Margaret | | | 1912 | | 2 1/3 | ..... | ..... | 700 |
| | Jackson, W. D. | B.S.A., Tor. | (Agri. Instr.) | 1911 | 3 | .... | ..... | 1,400 | ..... |
| Chatsworth | McMahon, Frank Oliver *.... | B.A., Tor. | | 1912 | 4 1/3 | 6 | 1,300 | ..... | ..... |
| | Eby, Emma Laura | | | 1912 | 1/3 | 4 | ..... | ..... | 700 |
| Chesterville | Baker, William T. | | | 1911 | 6 1/3 | 5 | 1,200 | ..... | ..... |
| | Dwyer, Mary Agnes | | | 1910 | 4 1/3 | 3 | ..... | ..... | 800 |
| Claremont, 15 Pickering | Currie, J. Elgin | | | 1913 | 1 1/2 | 1 1/2 | 1,000 | ..... | ..... |
| Clifford | Scott, Rena C. | | | 1912 | 1 1/2 | 2 | 1,050 | ..... | ..... |
| Coldwater | Morris, Nelson D. **.... | | | 1911 | 4 | 1 | 1,100 | ..... | ..... |
| | Robinson, Sadie | | | 1912 | 2 | 2 1/2 | ..... | ..... | 700 |
| Comber, 4 Tilbury W. | Caverley, Evelyn R. **.... | | | 1912 | 2 1/3 | 1 | 800 | ..... | ..... |
| | Wemp, Annie P. | | | 1911 | 1 1/3 | 2 | ..... | ..... | 725 |
| Cookstown, 5 Essa | McEachern, Maude | B.A., Queen's | | 1912 | 2 1/3 | 6 | 900 | ..... | ..... |
| | Goodall, Nellie (Interim) | | | 1910 | 3 | .... | ..... | ..... | 650 |
| Crediton, 5 Stephen | Graham, Herbert Wm.†.. (Interim) | | | 1911 | 2 | 1/3 | 900 | ..... | ..... |
| Creemore | Grainger, Luella | | | 1911 | 3 | 2 | 1,000 | ..... | ..... |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Drayton | Clark, George A. | | | 1913 | 7½ | 6 | 1,300 | | | |
| | Abel, Margaret H. | | | 1911 | 3 | 2½ | | | | 700 |
| Dresden | ‡ | | | | | | | | | |
| | Laird, Florence Ethel A. | M.A., Tor. | Mds.&His.(Int.) | 1910 | 3½ | | | | | 900 |
| Drumbo, 11 Blenheim | Jenkins, Walter S **. | | | 1910 | 2½ | 1 | 1,000 | | | |
| Dundalk | Wright, David T. | | | 1911 | 6½ | 10 | 1,400 | | | |
| | Belt, Ellen M. (Interim) | B.A., Tor. | | 1912 | 1½ | | | | | 750 |
| Durham | Allan, Thomas | | | 1888 | 23 | 12 | 1,100 | | | |
| | Weir, Julia | B.A., Queen's | | 1912 | 1 | 12 | | | | 750 |
| | Corry, Ray Laura (Interim) | B.A., Trin. | Mods. & Hist. | 1912 | 6 | | | | | 900 |
| Eganville | Traver, Edith A. | | | 1912 | 1½ | 2 | 1,100 | | | |
| Eganville (R. C. Sep. Sch.) | McHugh, Elizabeth (Sister St. Ernestine) (II. Class) | | | 1899 | 12½ | 11 | 625 | | | |
| Elmvale, 5 Flos | Crehan, William H.† (Interim) | | | 1912 | 3½ | ½ | 1,100 | | | |
| | Garrett, Evelyn C. | | | 1912 | 4 | 2 | | | | 700 |
| Ennismore, 4 Ennismore | O'Leary, Susan (Interim) | | | 1912 | 3 | 1 | 850 | | | |
| | Young, Clara (Interim) | | | 1912 | ½ | | | | | 700 |
| Erin | Wilson, James S. | | | 1912 | ½ | 3½ | 1,100 | | | |
| Exeter | Weidenhammer, Wm. B. *. | B.A., Tor. | Eng. & Hist., Fr. & Ger. | 1908 | 16 | 6½ | 1,475 | | | |
| | Edmunds, Lulu J. | | | 1912 | 4 | 2½ | | | | 725 |
| | Weatherill, Helen E. M. | | Com. (Interim) | 1913 | 2½ | 1 | | | | 825 |
| Fenelon Falls | Cameron, Allan A. | | | 1907 | 8½ | 3 | 1,150 | | | |
| | Cheney, Frances G. (Interim) | B.A., Queen's | | 1912 | ½ | 1 | | | | 700 |
| Feversham, 7 Osprey | ‡ | | | | | | | | | |
| Finch | Armstrong, Eunice | | | 1911 | 3½ | 2½ | 900 | | | |
| | Clark, Ettie (Interim) | | | 1912 | ½ | | | | | 700 |
| Fingal, 12 Southwold | Campbell, Mae Agnes | | | 1912 | 5½ | 2 | 1,100 | | | |
| Fitzroy Harbour, 8 Fitzroy | Harris, J. Roy | | | 1913 | | 3 | 950 | | | |

*High School Principal's Certificate. **Interim First Class Certificate endorsed for Principalship of a Grade B Continuation School.
†Temporary qualification as Principal. ‡Principal to be appointed.

## List of Principals and Assistants of Continuation Schools, January, 1913.—Continued

| Post Office and Name of School | Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.) | Degrees | Specialists | Date of appointment | No. of years' experience in a High or Continuation School | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Flesherton | White, Harry S. | | | 1912 | 5½ | 2 | 1,300 | | |
| | Brown, Harold D. (Interim) | | | 1912 | ½ | | | 700 | |
| Fort Frances | Spark, George | B.A., Tor. | | 1912 | 2½ | 3 | 1,400 | | |
| | Anderson, Nellie L. | | | 1909 | 3½ | 3 | | | 800 |
| Gore Bay | Hoover, Egbert E. | | | 1910 | 5½ | 3 | 1,200 | | |
| | McSherry, Charlotte | | | 1911 | 2½ | 3 | | | 700 |
| Grand Valley | Glenn, Everett H. | | | 1912 | ½ | 2 | 1,100 | | |
| | Fleming, Jean H. (Interim) | | | 1912 | 1 | ½ | | | 600 |
| Hanover | Magee, James A. | | | 1905 | 9½ | 2 | 1,125 | | |
| | Mawhinney, Frances A. (Interim) | | | 1908 | 4½ | 1 | | | 675 |
| Harrow, 9 South Colchester | Gesner, Mabel Lois | | | 1912 | 3½ | 1 | 900 | | |
| Havelock | Butcher, Cecil Ward | | | 1910 | 2½ | 3½ | 1,100 | | |
| | Dolan, Annie M. | | | 1910 | 2 | 3½ | | | 800 |
| Highgate, 6 Orford | Inman, Wm. F. | | | 1912 | 21½ | 11 | 1,200 | | |
| | Brigham, Olvetta | | | 1909 | 3½ | 5 | | | 750 |
| Huntsville | Bernath, Alfred Charles | | | 1900 | 11½ | 5½ | 1,400 | | |
| | Peregrine, H. May | | | 1912 | 6 | 2 | | | 750 |
| Jarvis | Hicks, Thomas James | B.A., Queen's | | 1912 | ½ | 11½ | 1,000 | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Jockvale, 10 Nepean | Powell, Allie | | | 1912 | ½ | 2 | 800 | | |
| Kars, U. 3 North Gower | Dunwoodie, Annie L. | | | 1910 | 3⅓ | 2 | 850 | | |
| Keewatin | Rogers, Wm. Cruess | M.A., Queen's | | 1911 | 2½ | 3½ | 1,250 | | |
| | Wyman, May E. | | | 1912 | 1½ | 2 | | | 850 |
| Kenmore, 15 Osgoode | Summers, Christopher | | | 1910 | 2½ | 5 | 950 | | |
| | Giles, Annie H. | | | 1912 | 1½ | 3½ | | | 650 |
| Kinburn, 5 Fitzroy | Tatham, Beatrix | | | 1912 | 1 | 3 | 900 | | |
| Lakefield | Carter, Chetwynd S. | | | 1911 | 6⅓ | 2 | 1,250 | | |
| | Young, Madeline C. | B.A., McMaster | Eng.&His.(Int) | 1911 | 1½ | 2 | | | 800 |
| Lanark | Beatty, Robert | | | 1889 | 23½ | 8 | 900 | | |
| | Prosser, Stinson M. ...(Interim) | | | 1913 | | | | | 650 |
| Little Current | Waters, Murray Lorne†.(Interim) | B.A., Tor. | Mods. & Hist.. | 1912 | ⅓ | | 1,000 | | |
| Lucknow | Doupe, Henry A. | | | 1913 | 4⅓ | 2⅓ | 1,300 | | |
| | McLean, Frances E. | | | 1906 | 5 | 4 | | | 800 |
| Malakoff, 3 Marlborough | Avery, Eleanor | | | 1912 | ½ | 7 | 850 | | |
| Manotick, 18 Osgoode | Morgan, Flora E. | | | 1912 | ½ | 3½ | 700 | | |
| Manitowaning, 2 Assiginack | Fechnay, Jean H.†.....(Interim) | B.A., Tor. | Eng. & Hist... | 1912 | 1½ | | 800 | | |
| Markdale | .....‡.... | | | | | | | | |
| | Menhennick, Ada M. ....(Interim) | B.A., McMaster .... | Mods. & Hist.. | 1912 | ⅓ | 3⅓ | | | 850 |
| | Duff, Hugh C. | B.S.A., Tor. | (Agr. Instr.) | 1911 | 1½ | | | 1,400 | |
| Maxville | Sellens, Chas. E.†.....(Interim) | | | 1912 | ½ | 1 | 800 | | |
| Melbourne, U. 16 Caradoc | Robinson, William G. ..(II. Class) | | | 1899 | 12½ | 5 | 800 | | |
| | Baker, Pearl Z. | | | 1912 | 2½ | 2½ | | | 650 |
| Merlin, U. 5 Raleigh | Graham, Edna | | | 1911 | 1½ | 3 | 900 | | |
| Merrickville | Lutman, Margaret E. | | | 1912 | ½ | 2 | 900 | | |
| | Blacklock, Jessie C. | | | 1912 | ½ | 2 | | | 500 |

†Temporary qualification as Principal. ‡Principal to be appointed.

## List of Principals and Assistants of Continuation Schools, January, 1913.—Continued

| Post Office and Name of School | Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.) | Degrees | Specialists | Date of appointment | No. of years' experience in a High or Continuation School | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Metcalfe, 11 Osgoode | Iveson, Sadie E. | B.A., McMaster | | 1912 | 1/2 | 3 | 900 | ..... | ..... |
| | Doyle, Daniel J. | B.A., Queen's | | 1912 | 1/2 | 7 | ..... | 700 | ..... |
| Millbrook | Hampton, David | | | 1883 | 16 1/2 | 25 | 750 | ..... | ..... |
| | Mitchell, May | | | 1912 | 4 | 6 | ..... | ..... | 650 |
| Milton | Marcellus, Ernest | B.A., Queen's | | 1912 | 6 | 2 | 1,500 | ..... | ..... |
| | Whyte, Minnie A. | | | 1910 | 4 1/2 | 1 | ..... | ..... | 750 |
| Morewood | Loucks, Horatio *** | | | 1900 | 10 1/2 | 5 | 1,500 | ..... | ..... |
| Mount Albert, 13 East Gwillimbury | Taite, Ruple | | | 1912 | 1/2 | 3 | 850 | ..... | ..... |
| | Haines, Ruth W. (Interim) | | | 1912 | 1/2 | .... | ..... | ..... | 600 |
| Munster, 5 Goulburn | Garvin, Winnifred | | | 1912 | 1 1/2 | 2 1/2 | 800 | ..... | ..... |
| New Hamburg | Smith, James M. | | | 1908 | 4 1/2 | 6 | 1,150 | ..... | ..... |
| | Morton, Janet | | | 1911 | 2 | 2 | ..... | ..... | 700 |
| New Liskeard | Dobbie, Isabella E. | | | 1911 | 4 | 18 | 1,200 | ..... | ..... |
| | Strang, Jessie M. | | | 1912 | 1/2 | 2 | ..... | ..... | 750 |
| | Galbraith, Chas. A. | B.S.A., Tor. | (Agr. Instr.) | 1912 | 1/2 | .... | ..... | 1,200 | ..... |
| North Augusta, 17 Augusta | Stafford, Inez G. | | | 1910 | 2 1/2 | 3 | 750 | ..... | ..... |
| | White, Mabel R. (Interim) | | | 1912 | 1 1/2 | 1/2 | ..... | ..... | 700 |
| North Gower, 6 North Gower | Potter, Dolly | | | 1913 | 3 1/2 | 4 | 900 | ..... | ..... |

***Assistant to be appointed.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Norwich | Barker, Mabel M. V. | | | 1911 | 1½ | 2½ | 925 | | |
| | Power, Eva A. | | | 1911 | ½ | 3 | | | 650 |
| Odessa, 13 Ernesttown | Black, Luella Clare | | | 1911 | 1½ | 3½ | 1,000 | | |
| | Stocker, Eva Rose | | | 1911 | 1½ | 4½ | | | 800 |
| Oil Springs | Blake, Richard J. | | | 1910 | 4½ | 2½ | 1,100 | | |
| | Johnston, Mabel C. ....(Interim) | | | 1912 | 1 | ½ | | | 600 |
| Orono, 12 Clarke | Wise, Elsie Mary | | | 1910 | 5½ | 3 | 1,000 | | |
| | Richardson, Julia I. ....(Interim) | | | 1912 | ½ | 1½ | | | 700 |
| Paisley | Bell, George B. | | | 1906 | 6½ | 3 | 1,100 | | |
| | Keeling, Lorne ....(Interim) | | | 1912 | ½ | ½ | | 750 | |
| Pakenham, 4 Pakenham | Ellis, Mima Alexandra ....*.... | B.A., Queen's | | 1911 | 16½ | 6 | 1,200 | | |
| | Campbell, Mabel | | | 1912 | ½ | 4 | | | 800 |
| | Moynihan, Mamie ....(Interim) | | | 1912 | ½ | | | | 700 |
| Palmerston | Anglin, Sara | | | 1913 | 4 | 10 | 1,200 | | |
| | McCosh, Hannah Wright (Interim) | | | 1912 | ½ | | | | 625 |
| Parry Sound | Haviland, Hugh Johnston....*.... | B.A., Tor. | Classics | 1912 | 12½ | | 1,600 | | |
| | Cameron, James G. | | | 1911 | 11½ | 6 | | 1,400 | |
| | Barber, Etta Louise | | | 1912 | ½ | 5½ | | | 850 |
| Plattsville, 24 Blenheim | Davison, Jean May | B.A., Queen's | | 1912 | ½ | 4 | 1,000 | | |
| Port Burwell, 2 Bayham | Beswick, Cora | | | 1910 | 2½ | 4 | 800 | | |
| | Ferguson, Lillian | | | 1912 | 2½ | 2 | | | 700 |
| Powassan | Palmer, Louise A. | | | 1913 | | 2 | 800 | | |
| Princeton, U. 21 Blenheim | Hughes, Hugh Lloyd | | | 1912 | ½ | 4 | 1,000 | | |
| Richard's Landing | Crawford, Mary R.†....(Interim) | B.A., Tor. | Mods. & Hist. | 1912 | ½ | ½ | 800 | | |
| Richmond | Coghlan, Florence | | | 1911 | 1½ | 2½ | 900 | | |
| Ridgeway, 11 Bertie | Merkley, Arthur J. T. | | | 1913 | 1½ | 10 | 1,200 | | |
| | Johnston, E. Grace | | | 1911 | 1½ | 2 | | | 700 |
| Ripley, 10 Huron | Willoughby, Annie J. | | | 1911 | 2½ | 5 | 1,000 | | |

*High School Principal's Certificate. †Temporary qualification as Principal.

## List of Principals and Assistants of Continuation Schools, January 1913.—Continued

| Post Office and Name of School | Names and professional qualifications of Teachers. (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.) | Degrees | Specialists | Date of appointment | No. of years' experience in a High or Continuation School | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Rodney | Morton, Edna L. | B.A., McMaster | | 1912 | 1½ | 3 | 1,150 | | |
| Russell, 2 Russell | Parr, Sarah E. | | | 1912 | 4½ | 8 | 1,000 | | |
| St. George, 8 S. Dumfries | Green, Arthur E. | | | 1894 | 18½ | 5 | 800 | | |
| Schomberg, 14 King | Dickson, Helen M. | | | 1913 | ½ | 3 | 700 | | |
| Shelburne | Cooper, Alex. B. *<br>Steele, Jean M. (Interim)<br>Clark, Mary (Interim) | B.A., Queen's | | 1910<br>1913<br>1910 | 10½<br>1<br>1½ | 8<br>....<br>2 | 1,400 | | <br>700<br>700 |
| Southampton | Fraser, Lucile<br>Kaye, Lydia M. (Interim) | | | 1912<br>1912 | 2½<br>½ | 3<br>1 | 900 | | <br>700 |
| Spencerville, 15 Edwardsburg | Mahon, Nellie L. | | | 1912 | 1 | 4 | 1,000 | | |
| Springfield | Baker, Albert H.<br>Stark, Laverna B. | B.A., Lennoxville | | 1913<br>1911 | 5<br>1½ | 8<br>2½ | 1,000 | | <br>725 |
| Stayner | Schmietendorf, Herbert F.<br>Grieve, Helen M. (Interim) | | | 1912<br>1912 | ½<br>½ | 4<br>.... | 1,000 | | <br>650 |
| Stella, 1 Amherst Island | Davidson, Hattie† (Interim) | B.A., Queen's | | 1912 | ½ | 1½ | 700 | | |
| Stouffville | Osborne, Walter J.<br>Montgomery, Mayme I. (Interim) | B.A., McMaster | | 1911<br>1912 | 13½<br>½ | 30<br>.... | 1,100 | | <br>700 |
| Sturgeon Falls | Baker, Pearl | | | 1912 | ½ | 4½ | 1,000 | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Sutton West | Stewart, E. Margaret | B.A., Queen's | | 1912 | 1½ | 2½ | 1,000 | | | |
| Tamworth | Pickering, John Robert | | | 1912 | 3½ | 2 | 1,100 | | | |
| | Rose, Maude Louise | | | 1912 | 1 | 3 | | | | 600 |
| Tara | Gilmour, Allan | B.A., Queen's | | 1911 | 7 | 4½ | 1,000 | | | |
| Tavistock | Schooley, Fred. T. | | | 1911 | 7½ | 7 | 1,050 | | | |
| Teeswater | Thompson, Harry C. | | | 1912 | ½ | 3 | 1,000 | | | |
| | Guilfoyle, Annie (Interim) | | | 1912 | 2½ | 1 | | | | 700 |
| Thamesville | Eckhardt, Jessie† (Interim) | B.A., McGill | | 1910 | 2 | 2 | 1,000 | | | |
| | Horan, J. Cecilia | | | 1912 | ½ | 2 | | | | 650 |
| Thessalon | Burchill (Mrs.), Jean | | | 1911 | 8½ | 10 | 850 | | | |
| | Grindell, Winnifred M... (Interim) | | | 1912 | ½ | | | | | 700 |
| Thornbury | Lawr, Melvin | | | 1911 | 3½ | 3 | 1,200 | | | |
| | McTaggart, Clara | | | 1910 | 3 | 7½ | | | | 700 |
| Tilbury | Douglas, Adam C. | | | 1912 | | 2½ | 1,000 | | | |
| | Perry, Gertrude M. | | | 1911 | 2 | 3 | | | | 750 |
| Tottenham | Clarke, Frank B. | | | 1911 | 9½ | 6 | 1,050 | | | |
| | Banks, Hilda Dunbar ..(Interim) | B.A., Tor. | Mods. & Hist.. | 1912 | ½ | 1 | | | | 600 |
| Tweed | Hanna, Ella **.... | | | 1913 | 2½ | 4½ | 1,000 | | | |
| | Smith, Annie A. | | | 1912 | ½ | 3½ | | | | 750 |
| Vernon, 20 Osgoode | ‡ ... | | | | | | | | | |
| Wallaceburg | Dickenson, Edgar Urwin ....*.... | B.A., Tor. | | 1904 | 11½ | | 1,350 | | | |
| | Tremeer, Hattie Maud | | | 1907 | 7½ | 4 | | | | 800 |
| Warkworth, 2 Percy | ‡ ... | | | | | | | | | |
| | Alcombrack, Edna A.... (Interim) | B.A., Tor. | | 1912 | ½ | 1 | | | | 950 |
| Webbwood | Dunwoodie, Norma | B.A., Queen's | | 1913 | 2 | 5 | 1,000 | | | |
| West Lorne | Kotzenmeyer, Garnet J. | | | 1910 | 5½ | 1½ | 1,300 | | | |

*High School Principal's Certificate. **Interim First Class Certificate endorsed for Principalship of a Grade B Continuation School.
†Temporary qualification as Principal.
‡Principal to be appointed.

## List of Principals and Assistants of Continuation Schools, January 1913.—Continued

| Post Office and Name of School | Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.) | Degrees | Specialists | Date of appointment | No. of year's experience in a High or Continuation School | No. of years in a Public School | Salaries | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Principal | Male Assistants | Female Assistants |
| | | | | | | | $ | $ | $ |
| Westmeath, 2 Westmeath ... | Norton, M. Maud ..... | ..... | ..... | 1912 | 1 | 10 | 1,100 | ..... | ..... |
| Westport (R. C. Sep. Sch.).. | Sister St. Andrew (McIntosh, Catherine) ..... | ..... | ..... | 1888 | 24 | .... | 500 | ..... | ..... |
| Westport ..... | Griffiths, Gertrude M. ..... | ..... | ..... | 1910 | 2½ | 3 | 900 | ..... | ..... |
| Wheatley, U. 4 Romney .... | Harvey, John I. ..... | ..... | ..... | 1912 | 1½ | 4½ | 1,200 | ..... | ..... |
| Winchester ..... | Keenan, Edward John ..... | ..... | ..... | 1908 | 6½ | 2½ | 1,300 | ..... | ..... |
| | Ney, Louise Evelyn ..... | ..... | ..... | 1912 | ½ | 3 | ..... | ..... | 800 |
| Wolfe Island, 4 Wolfe Island | Maxwell, Daisy W.†.....(Interim) | B.A., Queen's ..... | ..... | 1912 | ½ | 1½ | 650 | ..... | ..... |
| Wroxeter ..... | Dell, Bertha ..... | ..... | ..... | 1912 | 4 | 1 | 900 | ..... | ..... |
| | MacLeod, M. Angusta....(Interim) | ..... | ..... | 1912 | ½ | .... | ..... | ..... | 600 |

†Temporary qualification as Principal.

## SUMMARY, CONTINUATION SCHOOLS, JANUARY, 1913

### Number of Schools, Sex and Number of Teachers, and Percentages

**Schools**

| | |
|---|---|
| Three-teacher Schools | 11 |
| Two-teacher Schools | 73 |
| One-teacher Schools | 54 |
| Number of Schools | 138 |
| Increase for the year | 9 |

**Teachers**

| | |
|---|---|
| Gentlemen | 79 |
| Ladies | 147 |
| Total | *226 |
| Increase for the year | 8 |

**Percentages**

January, 1913, Gentlemen, 34.95; Ladies, 65.04
January, 1912, Gentlemen, 39.44; Ladies, 60.55

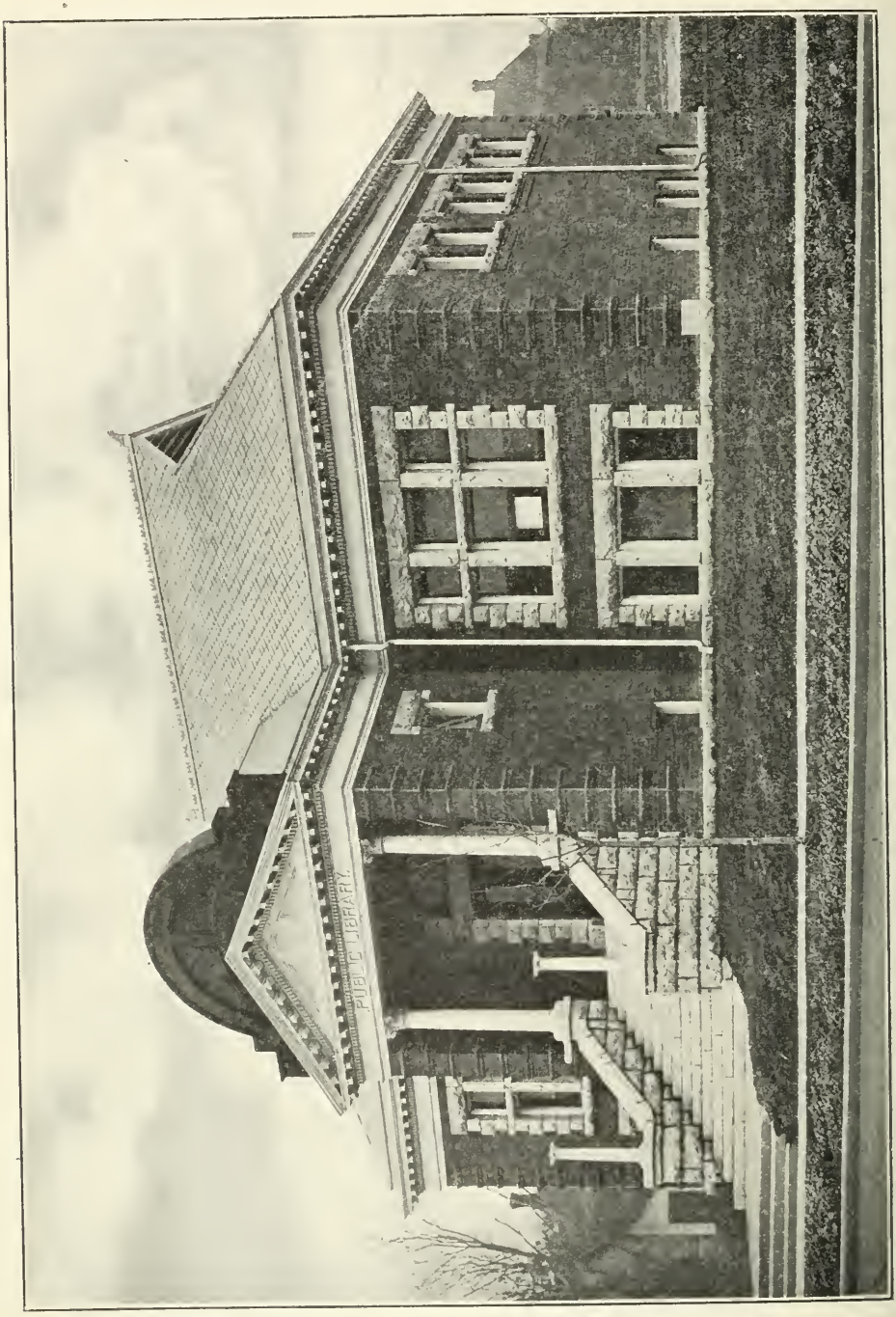
### Salaries

| | |
|---|---|
| Highest Salary, Principals | $1,600 |
| " " Male Assistants | 1,400 |
| " " Female " | 950 |
| †Average Salary, Principals | 1,041 |
| Increase for the year | 41 |
| Average Salary of Assistants | 745 |
| Increase for the year | 43 |
| †Average Salary, Male Assistants | 1,078 |
| " " Female " | 719 |
| Increase for the year, Female Assistants | 37 |

### University Graduates, Specialists, etc.

| | |
|---|---|
| Graduates | 50 |
| Non-Graduates | 176 |
| Percentage of Graduates, 1913 | 22.12 |
| " " 1912 | 17.88 |
| Percentage of Non-Graduates, 1913 | 77.87 |
| " " 1912 | 82.11 |
| Specialists | 3 |
| Interim Specialists | 11 |
| Instructors in Agriculture | 3 |

*Eight additional teachers to be appointed.
†Owing to so many (60) of the Principals being female, and to 3 of the 7 male assistants being Instructors in Agriculture with salaries ranging from $1,200 to $1,400, the average salary of the male assistants is larger than that of the Principals.




Orillia Public Library

# APPENDIX V

## PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

**Report of Walter R. Nursey, Inspector of Public Libraries, Scientific Institutions and Literary and Scientific Societies in the Province of Ontario for the Year 1912, with the Statistics of 1911**

*To the Hon.* R. A. Pyne, M.D., LL.D., M.P.P.,

*Minister of Education, Province of Ontario.*

Sir,—I have the honour to submit herewith the report on the Public Libraries, Scientific Institutions, and Literary and Scientific Societies receiving a share of the Legislative Grant for the year ended 31st December, 1911, also showing the Legislative Grants paid in 1912, together with other additional information, tabulated and otherwise, showing the progress made in library extension in the Province.

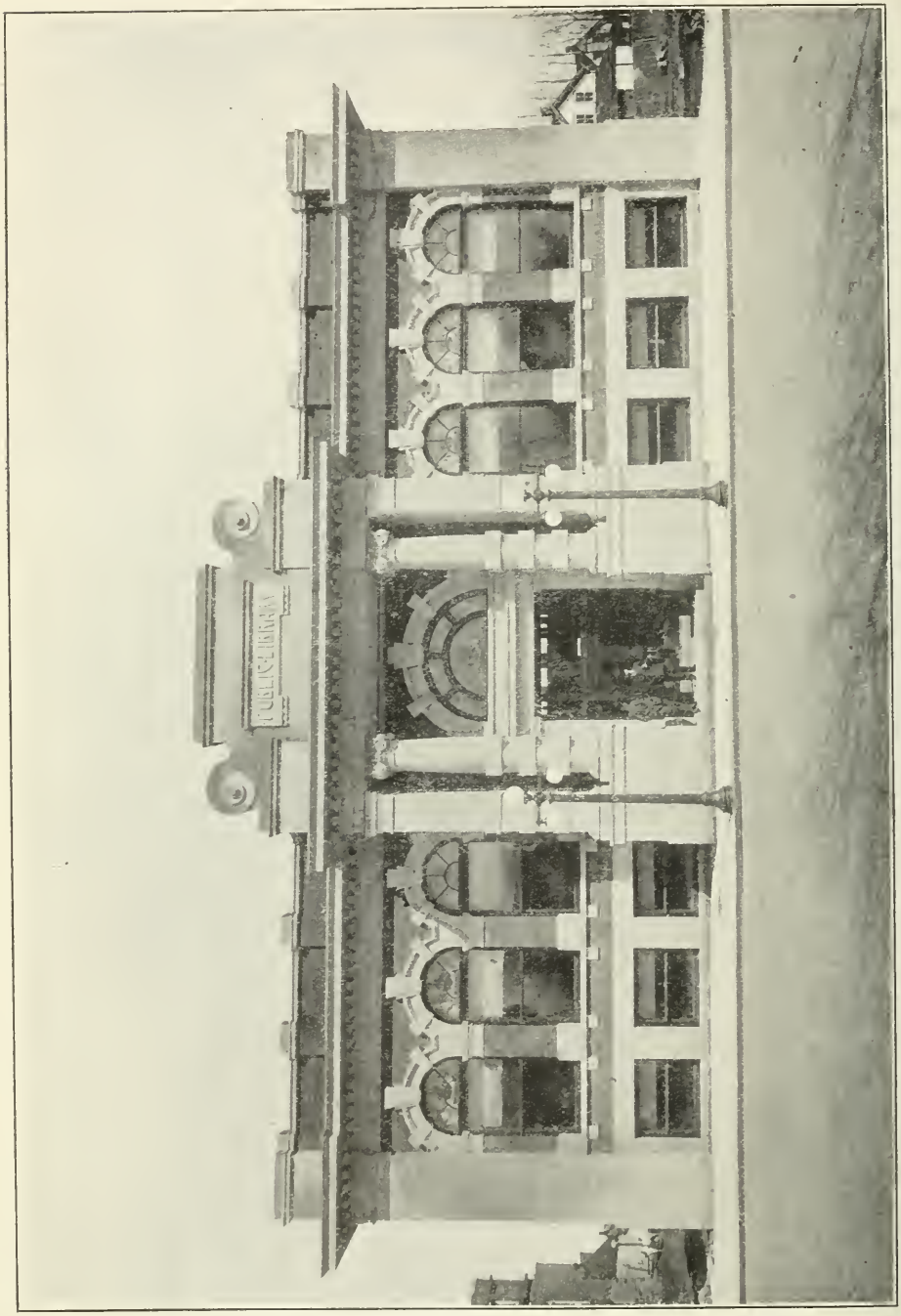
I have the honour to be.

Sir,

Your obedient servant,

Walter R. Nursey,

*Inspector of Public Libraries, etc.*




Fort William Public Library

## WORK OF THE INSPECTOR'S BRANCH

The "forward policy" in respect to "library extension" inaugurated by the Minister of Education referred to at length in my report for 1911—a tale of success and gains, far in advance of any previous year—has, it is encouraging to record, again been carried on during 1912 with surprising results. This steady march in library progress is not, however, due to a mere revival in interest, but the creation of a new and seemingly hungry desire on the part of the community to share in the increasing opportunities for library expansion extended by the Department.

These gratifying results are, without doubt, the cumulative outcome of the joint efforts of the Ontario Library Association and the Inspector's office.

Unremitting endeavour and the hardest kind of work is largely responsible for this acceptable state of things, a condition acknowledged by every library worker, not only in Ontario, but throughout those other Provinces of the Dominion, where the library is gradually being regarded as an integral part of the educational system. Neither is this tribute confined to the workers in Canada, for during the year congratulations have reached the Inspector's office from a number of States in the United States, all expressing surprise at the rapid development of the library field in Ontario, and warmly congratulating the Department on the splendid work accomplished, and upon the plans mapped out for the future. Nor has outside appreciation halted here, for from England I am in receipt of many letters and newspaper and magazine articles, all highly complimentary, and urging imitation of many of our methods. In a word, the position of Ontario in library matters in the last few years, has undergone a remarkable metamorphosis. We are no longer in the ruck, but one of the leaders in the van of library reform.

Speaking generally, this new and widespread creation, is directly due, outside of the sympathetic policy of the Minister and liberality of the Legislature, to two chief causes: (1) The correspondence that has been carried on from the Inspector's office, together with the official literature that has been circulated by the thousand, which has aroused declining enthusiasm, or awakened the young proselyte whose curiosity has been stimulated into activity; and (2) The round table conferences and instructional sessions that have been the outstanding features of the Library Institutes in 1912.

Having been instructed to take over all correspondence relating to the work of the Inspector's Branch, I instituted a pen and ink crusade among the people, never sparing myself when a two or three-page letter would achieve the purpose, where a dozen formal lines would fail. This method compelled the attention of the apathetic worker who had gone to sleep at his post, and stirred the dormant interest of the possible recruit who only awaited the human touch to encourage him to enlist. A stream of well compounded business information, advice and encouragement, has thus been irrigating the library field, which, whether fallow land or virgin soil, has been saturated and fertilized with library lore until a harvest has been reaped beyond expectation. The joint work of the Department and the Ontario Library Association in this particular, might well, with all due reverence, be likened to that of Paul and Apollos, of whom we are told one alternately planted the seed while the other watered. The correspondence files of this office bear speaking witness to the work accomplished through this means. In 1909 two or three letters at most were received daily, frequently none at all. Now 50 letters a day is quite usual, dealing with every phase of work. While in some instances the information sought could be supplied by circular, most of these letters call for special treatment, entailing long replies. The work has grown so rapidly that the emergency, until

quite recently, had been unforeseen and not provided for. While the tax on the Inspector's time has been great, the results have more than repaid the extra labour involved.

This amplified system of correspondence has had a marked effect in increasing the popularity of the Library Institutes—shown by a largely increased attendance. Library boards hitherto unrepresented have been induced to send delegates, paving the way for personal interviews by the Inspector with the representatives of distant communities—otherwise impossible. (See page 628-9). These heart to heart talks with the library rank and file have worked wonders. Lack of knowledge has been supplanted by fact: the objects and views of the Minister have been clearly made known, systems have been exploited: the provisions of the Act expounded and the living voice has taken up the point where the more or less cold impressions of the typewriter stopped short. The "dream" official has become a personal entity. These meetings have now been extended at added expense to cover *two* days, in accordance with the Minister's desire to develop them in part into elementary schools of instruction.

It is the inborn nature of some men never to be satisfied, or rather, never to express satisfaction. Built upon the lines of the horse-leech's daughter, they continually cry: "Give, give." Hence it is stimulating to know that almost the entire army of men and women officially identified with the conduct of our public libraries, to the number of say, 2,500, appreciate the material aid in money and other ways provided by a sympathetic Minister of Education, and a deeply interested Deputy. Indeed, with some, the question has been raised whether there has not been a disposition to give too liberally, comparing the State aid extended by other countries with that of Ontario, and so creating a tendency on the part of some communities to depend too much on Government assistance without making proper efforts to contribute a corresponding share themselves.

The question of the introduction of the County System, which is becoming a live issue, is dealt with elsewhere. (See pages 685-689.)

The matter of aid to the Toronto Branch Libraries has been placed before the Minister by the Inspector, with a suggested temporary way of meeting the situation pending special legislation which is again recommended. (See pages 605-610.)

The advisability of "grouping" some of the present Institute annual meetings, advocated by certain prominent workers, has not, though submitted to the delegates at every Institute, met with general approval. (See pages 687.)

The success of the Departmental publication, the "Quarterly Bulletin of Selected Books," has, under Dr. Hardy's able editorship, been a notable feature of the year's work. (See pages 614-630.)

Owing to the removal of the Department from St. James Square to the Queen's Park, which involved the utilization of many Travelling Library cases for general department purposes, and to the absence of shelf room, etc., in the new offices, necessary for the classified separation of the books for distribution, it has been impossible to circulate the same number of libraries as last year, much less to exceed that record. Files, books and records still remain in confusion. (See page 648.) The loaning of Technical libraries for the use of artisans in industrial centres is still proceeding. The good that has been accomplished in this direction is noted elsewhere.

The official cataloguer, Miss Spereman, has had a busy season, for not only has she resumed her work of cataloguing the books of the public libraries (see page 621) interrupted while finishing her temporary task of installing jointly

with Miss Andrews, the Dewey Decimal System of cataloguing in the Educational Library, but has scored a success in lecturing and practical blackboard instruction at many of the Library Institutes.

The Second Session of the Summer Library School (see page 616), held in May and June, under the chief instructorship of Miss Dunham, proved even more successful than that of 1911. The students who registered, 23 in all, expressed themselves as deeply grateful for the privilege extended by the Minister.

One of the most important Easter annual meetings of the Ontario Library Association yet held, occurred April 8-9, 1912. The doors of the spacious reference library on College Street, were thrown wide open for the occasion, when the members of the Board and the chief librarian, Mr. Locke, the secretary, Mr. Caswell, and every member of the staff, contributed to the growing popularity and value of this annual event. An honoured guest, Miss Stearns, of the State library staff of Wisconsin, bore strong testimony to the great work accomplished in Ontario by the Department and the Ontario Library Association. The proceedings of this meeting have been published by, and at the expense of, the Department, in blue-book form.

Perhaps the most important event of the year was the Annual meeting of the American Library Association, held by invitation of the Ontario Library Association, at Ottawa. (See page 632.) Towards meeting the expenses of Ontario librarians anxious to attend, the Minister of Education placed $900.00 in the estimates. It was a red-letter week in the library annals of Canada.

Duly authorized by the Minister I also attended as representative of the Department, the Annual meeting of the New York State Library Association at Niagara Falls, N.Y., (see page 651) and gave an address on "Library Progress in Ontario."

The process of weeding out the moribund libraries is practically completed. The libraries that cannot hope to qualify under the Act are being closed. Many of those, however, that were removed from the active list, have caught the prevailing contagion and are reorganizing under improved auspices, and in compliance with the law. Six *new* libraries (see page 605) have been opened in sections of the Province not hitherto served, and several handsome and spacious modern library buildings have been erected in growing centres, through Mr. Carnegie's liberality.

On pages 660-78 will be found an exhaustive tabulated statement showing the townships throughout the Province that already possess a public library, and those that have none, giving by name the libraries in each township in alphabetical order and the proportion of libraries to population. The conclusions that can be reached by a study of these tables should be of especial value to the advocates of the County System.

The Annual statement of receipts and expenditures of all Public Libraries for the year 1911 show in addition to the information hitherto given, the Legislative grants for the *two* years—1911 and 1912—just ended. This is the first time that the insertion of the current year's grant has appeared in any previous Inspector's Annual Report.

The work of the Inspector and his responsibilities are daily growing in volume and importance. Until recently the entire executive work, even to details, except in respect of certain tables, has fallen wholly upon him. With the recent additions to the staff, after a more thorough knowledge of this somewhat intricate work has been acquired, the Inspector, it is hoped, will at last have an opportunity to devote more time to inspection and to the larger problems and pressing provincial requirements of his position. As this feature of assistance has been the subject of numer-

ous resolutions passed at Library Institutes, I am sure my motives will not be misunderstood if I reproduce copies of resolutions passed at two Institute meetings, and the views officially expressed and presented to the Minister by the members of the Ontario Library Association in regard to this feature:

### Assistance for the Inspector of Public Libraries

(*Two Resolutions passed at two Library Institutes.*)

(1.) "That as the members of this Institute believe that more frequent visits of inspection would have a beneficial effect upon libraries, the Department of Education be hereby memorialized to employ a staff for this purpose larger than is at present employed, and appoint sufficient assistants to the present Inspector to accomplish this work of inspection."

(2.) "That in view of the greatly increasing demands upon the Inspector of Public Libraries, we respectfully urge upon the Honourable the Minister of Education to provide such assistance to the Inspector as will adequately provide for the inspection of the small libraries, and the growth of the Travelling and Technical Libraries, and thus leave the Inspector free to care for the general work of his department, and that the Secretary be instructed to forward a copy of this resolution to the Honourable the Minister of Education."

### Comments on Above by the Ontario Library Association at the Easter Meeting, and Presented to the Minister by a Special Delegation

"These resolutions from two of the Institutes set forth what the Association believes to be one of the most urgent forward steps needed in the library development of Ontario. It is manifest that no man can overtake the work which has developed in the Public Library Division of the Department of Education. The present Inspector has devoted himself with unflagging zeal, even to the risk of his health, in trying to meet these demands, and he is undertaking what is simply an impossible task. Take for instance this one fact—in the past two years 200 of our libraries have been brought into touch with the organized modern library movement through the Institutes, and the correspondence resulting therefrom has been exceedingly heavy, not only in volume but in complexity of demands and inquiry.

It is the judgment of the Ontario Library Association that the office of the Inspector should be so staffed that all reasonable demands upon it could be promptly met, and that the Inspector should be left with considerable freedom to initiate the forward movements which ought to be undertaken. We would respectfully suggest for the consideration of the Minister, the employment of an experienced graduate of the best library school, (*e.g.*, such as the New York State Library School), in order to provide such expert and technical assistance as is increasingly demanded, and such other expert assistance of first grade as may be necessary. We cannot commend too highly the devotion of the present Inspector, his grasp of the situation, his sympathetic interest in every phase of library work, and his ability to establish and maintain cordial relations with library workers everywhere, and we believe that with adequate assistance and equipment in his office he would render this Province a service of very high order."

With the extra assistance provided by the Minister, I am now systematizing the office work still further by banishing the old archaic ledgers and introducing up-to-date business methods and record books for the (1) Public Library Reports and Grants (Mr. S. B. Herbert), and (2) the Travelling Libraries (Mr. Riddell), and for the Correspondence and Expenditures (Mr. W. E. Smith). Wherever feasible I am planning to utilize the loose-leaf system. Mr. Lemon still prepares the itemized statement of Annual Receipts and Expenditures.

Shelburne Public Library

Hanover Public Library

## THE STORY OF THE PUBLIC LIBRARIES, FREE AND ASSOCIATION, FOR THE YEAR 1912

The following libraries were incorporated: Glanworth, Harrietsville, Iroquois, Rainy River, Sudbury, Linwood.

The following libraries did not report for the year 1911. Should they neglect to report for the year 1912, they will be removed from the list of libraries entitled to participate in the Legislative Grant: Caledonia, Corkery, Dutton, Easton's Corners, Harrington, Little Current, Markham, Trenton, Vankleek Hill.

In consequence of the following libraries not having reported to the Department of Education for two years and over, they have been removed from the list of libraries entitled to participate in the Legislative Grant in accordance with the Regulations: Bruce Mines, Bunyan, Cockburn Island, Comber, Fort Frances, Grantham, Maple, Oil Springs, Relessey, Shakespeare, Westport, Wyoming.

The following libraries have reorganized: Brigden, Cayuga, Gravenhurst, Pinkerton. Where it has been shown that, despite the reasonable efforts of the community affected the maintenance of a library was an apparent impossibility, the reading requirements of such community will, as hitherto, be met in part by Travelling Libraries until such time as the effect of a closed library will arouse the community to take active steps to reorganize and re-establish an Association Library upon a permanent footing under the provisions of the Public Libraries Act.

If events indicate that re-establishment of a library is an impossibility, the books, magazines and periodicals of any library that has received a Government Grant can under the present regulations be distributed amongst the most deserving of the struggling libraries in the discretion of the Minister, in whom the disposal of all such books is vested under the Act.

## PUBLIC LIBRARIES TAKEN OFF THE ACTIVE LIST

Of the 91 libraries taken off the list between the years 1905 and 1910 inclusive (see pages 511 and 512, Inspector's Report, 1911), eleven were allowed to transfer their books to other libraries or schools. Of the 80 libraries whose books had then to be accounted for, all were communicated with; but up to the present time only 48 have given the required information upon which can be determined the method of treatment best calculated to promote the general interests of all concerned in respect to the disposition of the books in local storage. It is worthy of note and an indication of the "new birth" as regards the growth of the "library idea," that many of these long-since-dead libraries are keen for reorganization.

## DESCRIPTIONS OF PUBLIC LIBRARIES

**Which have appeared in the Inspectors' previous Reports for the years 1906, 1907, 1908, 1909, 1910 and 1911, showing the year and Page of Report**

| Name of Library | Year | Page | Name of Library | Year | Page |
|---|---|---|---|---|---|
| 1 Belleville | 1908 | 163 | 26 Niagara Falls | 1910 | 501 |
| 2 Brampton | 1907 | 323 | 27 North Bay | 1910 | 503–4 |
| 3 Bracebridge | 1907 | 308 | 28 Ottawa | 1909 | 416 |
| 4 Burlington | 1907 | 312 | 29 Odessa | 1909 | 417 |
| 5 Brantford | 1906 | 247–51 | 30 Orangeville | 1907 | 314 |
| 6 Brockville | 1906 | 252 | 31 Paris | 1906 | 288 |
| 7 Berlin | 1906 | 242 | 32 Picton | 1907<br>1908 | 302<br>150 |
| 8 Chatham | 1906 | 256 | 33 Perth | 1907 | 319 |
| 9 Collingwood | 1906 | 259 | 34 Peterborough | 1911 | 575–6 |
| 10 Cornwall | 1906 | 262 | 35 Penetanguishene | 1909 | 417 |
| 11 Dundas | 1910 | 499–500 | 36 Runnymede | 1910 | 504 |
| 12 Elora | 1909 | 407 | 37 St. Catharines | 1906 | 229 |
| 13 Fort William | 1910<br>1911 | 500–1<br>575 | 38 Sarnia | 1906 | 291 |
| | | | 39 Smith's Falls | 1906 | 297 |
| 14 Goderich | 1906 | 226 | 40 Sault Ste. Marie | 1910 | 504–5 |
| 15 Galt | 1906 | 267 | 41 St. Mary's | 1906 | 298 |
| 16 Guelph | 1906 | 270 | 42 St. Thomas | 1906 | 301 |
| 17 Hamilton | 1906<br>1911 | 275<br>575 | 43 Stratford | 1906 | 308 |
| 18 Harriston | 1909 | 411 | 44 Streetsville | 1907 | 301 |
| 19 Ingersoll | 1910 | 501–3 | 45 Toronto | 1910 | 506-7-8-9 |
| 20 Kenora | 1910 | 500 | 46 Uxbridge | 1907 | 305 |
| 21 Lindsay | 1906 | 276 | 47 Waterloo | 1906 | 312 |
| 22 London | 1906 | 279 | 48 Windsor | 1906 | 316 |
| 23 Lucknow | 1910 | 503 | 49 Wallaceburg | 1907<br>1910 | 327<br>505–6 |
| 24 Napanee | 1908 | 170 | 50 Walkerville | 1910 | 506 |
| 25 Niagara | 1909 | 415 | 51 Wardsville | 1909 | 418 |

## LIBRARIES OUTSIDE ONTARIO

| Name of Library | Year | Page | Name of Library | Year | Page |
|---|---|---|---|---|---|
| 52 Regina, Saskatchewan | 1910 | 511–12 | 53 Winnipeg, Manitoba | 1910 | 512–13 |

FREE PUBLIC

TABLE A—Receipts, Expenditure, Cost of Maintenance; Assets and Liabilities, Grants paid in 1911

| Number | Public Libraries FREE | Receipts | | | | | Expenditure | Balance on hand |
|---|---|---|---|---|---|---|---|---|
| | | Legislative Grants paid in 1911 | Municipal and County Grants | Borrowers' Tickets, etc. | Balances and other sources | Total Receipts | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | Acton | 89 04 | 115 00 | 23 84 | 260 64 | 488 52 | 353 55 | 134 97 |
| 2 | Ailsa Craig | 27 00 | 75 00 | 6 00 | 215 25 | 323 25 | 95 68 | 227 57 |
| 3 | Amherstburg | 165 92 | 375 00 | 46 90 | 1,642 96 | 2,230 78 | 1,882 58 | 348 20 |
| 4 | Alton | 42 37 | 15 00 | 13 00 | 126 81 | 197 18 | 174 38 | 22 80 |
| 5 | Arnprior | 46 73 | 100 00 | ..... | 63 07 | 209 80 | 168 52 | 41 28 |
| 6 | Arthur | 40 10 | 285 50 | 10 00 | 29 35 | 364 95 | 363 77 | 1 18 |
| 7 | Aurora | 58 31 | 200 00 | ..... | 199 27 | 455 58 | 436 06 | 19 52 |
| 8 | Aylmer | 172 80 | 425 00 | 10 00 | 85 44 | 693 24 | 658 57 | 34 67 |
| 9 | Ayr | 75 36 | 175 00 | 3 50 | 152 85 | 406 71 | 277 66 | 129 05 |
| 10 | Beeton | 60 81 | 60 00 | 3 70 | 13 77 | 138 28 | 137 20 | 1 08 |
| 11 | Belleville | 219 12 | 1,900 00 | ..... | 313 39 | 2,432 51 | 2,201 26 | 231 25 |
| 12 | Berlin | 260 00 | 3,330 00 | 163 74 | 133 51 | 3,887 25 | 3,881 18 | 6 07 |
| 13 | Bracebridge | 138 97 | 834 91 | 26 12 | 86 54 | 1,086 54 | 979 44 | 107 10 |
| 14 | Brampton | 253 09 | 1,000 00 | 15 00 | 247 52 | 1,515 61 | 1,282 22 | 233 39 |
| 15 | Brantford | 260 00 | 5,586 00 | 7 50 | 769 15 | 6,622 65 | 6,248 30 | 374 35 |
| 16 | Brighton | 62 76 | 200 00 | ..... | 3 77 | 266 53 | 259 19 | 7 34 |
| 17 | Brockville | 260 00 | 1,200 00 | 41 55 | 147 64 | 1,649 19 | 1,631 41 | 17 78 |
| 18 | Brussels | 86 71 | 312 50 | 81 00 | 177 91 | 658 12 | 512 14 | 145 98 |
| 19 | Burk's Falls | 57 63 | 300 00 | 2 50 | 140 87 | 501 00 | 293 63 | 207 37 |
| 20 | Caledon | 38 64 | 15 00 | ..... | 19 43 | 73 07 | 68 34 | 4 73 |
| 21 | Camden East | 48 85 | 85 00 | 25 | 47 25 | 181 35 | 95 15 | 86 20 |
| 22 | Cardinal | 66 44 | 150 00 | 2 00 | 81 75 | 300 19 | 193 59 | 106 60 |
| 23 | Carleton Place | 124 35 | 300 00 | 35 80 | 169 92 | 630 07 | 527 50 | 102 57 |
| 24 | Chatham | 260 00 | 1,923 00 | 59 45 | 703 02 | 2,945 47 | 2,594 49 | 350 98 |
| 25 | Chesley | 86 79 | 315 79 | 75 | 176 79 | 580 12 | 382 35 | 197 77 |
| 26 | Clifford | 93 26 | 100 00 | 15 90 | ..... | 209 16 | 172 88 | 36 28 |
| 27 | Clinton | 246 96 | 275 00 | 126 08 | 346 52 | 994 56 | 972 98 | 21 58 |
| 28 | Collingwood | 260 00 | 1,860 00 | 109 17 | 89 33 | 2,318 50 | 2,303 45 | 15 05 |
| 29 | Copper Cliff | 65 81 | 200 00 | ..... | 43 87 | 309 68 | 282 69 | 26 99 |
| 30 | Cornwall | 126 77 | 800 00 | 28 30 | 38 34 | 993 41 | 967 04 | 26 37 |
| 31 | Delhi | ..... | 125 00 | 19 98 | 65 59 | 210 57 | 181 25 | 29 32 |
| 32 | Deseronto | 130 12 | 300 00 | 22 59 | 166 99 | 619 70 | 419 31 | 200 39 |
| 33 | Drayton | 89 91 | 150 00 | 30 50 | 135 37 | 405 78 | 309 14 | 96 64 |
| 34 | Dundas | 114 58 | 1,376 68 | 43 75 | 70 70 | 1,605 71 | 1,544 64 | 61 07 |
| 35 | Elmira | 125 62 | 308 00 | 23 47 | 141 40 | 598 49 | 381 47 | 217 02 |
| 36 | Elora | 131 00 | 330 72 | 29 05 | 11 01 | 501 78 | 497 06 | 4 72 |
| 37 | Erin | 45 37 | 75 00 | 1 50 | 11 44 | 133 31 | 128 54 | 4 77 |
| 38 | Essex | 96 69 | 368 00 | ..... | 34 16 | 498 85 | 448 74 | 50 11 |
| 39 | Exeter | 86 69 | 125 00 | 22 00 | 35 16 | 268 85 | 214 34 | 54 51 |
| 40 | Fergus | 109 54 | 491 60 | ..... | 174 65 | 775 79 | 748 46 | 27 33 |
| 41 | Forest | 46 47 | 332 93 | 27 10 | 34 85 | 441 35 | 338 75 | 102 60 |
| 42 | Fort William | 260 00 | 6,403 07 | ..... | 917 17 | 7,580 24 | 7,041 57 | 538 67 |
| 43 | Galt | 260 00 | 2,381 36 | ..... | 219 69 | 2,861 05 | 2,833 69 | 27 36 |
| 44 | Garden Island | 127 01 | 250 00 | ..... | 350 12 | 727 13 | 452 94 | 274 19 |
| 45 | Georgetown | 100 18 | 240 00 | 11 70 | 146 60 | 498 48 | 350 59 | 147 89 |
| 46 | Glencoe | 32 19 | 100 00 | 17 10 | ..... | 149 29 | 139 94 | 9 35 |
| 47 | Goderich | 147 87 | 900 00 | 72 71 | 455 72 | 1,576 30 | 1,136 93 | 439 37 |
| 48 | Grand Valley | 119 92 | 206 62 | ..... | 44 01 | 370 55 | 300 81 | 69 74 |
| 49 | Grimsby | 156 17 | 500 00 | 3 00 | 50 94 | 710 11 | 601 15 | 108 96 |
| 50 | Guelph | 260 00 | 3,000 00 | ..... | 556 03 | 3,816 03 | 3,795 73 | 20 30 |
| 51 | Hagersville | 46 15 | 272 76 | 9 60 | 37 40 | 365 91 | 264 02 | 101 89 |
| 52 | Hamilton | 260 00 | 23,919 54 | 1,033 22 | 8,912 28 | 34,125 04 | 30,535 66 | 3,589 38 |
| 53 | Hanover | 98 04 | 289 50 | 9 60 | 263 99 | 661 13 | 559 76 | 101 37 |
| 54 | Harriston | 100 32 | 225 00 | 22 90 | 125 80 | 474 02 | 323 21 | 150 81 |
| 55 | Hensall | 66 86 | 89 69 | 26 00 | 67 23 | 249 78 | 200 11 | 49 67 |
| 56 | Hespeler | 104 90 | 300 00 | 18 65 | 233 55 | 657 10 | 544 54 | 112 56 |

## LIBRARIES

**Books and Circulation, etc., for the year ending 31st Dec., 1911, showing Legislative and in 1912**

| Number | Maintenance | | Number of Borrowers | Number of volumes in library | Number of volumes issued | Number of newspapers and magazines | Assets | Liabilities | Population | Legislative grant paid in 1912 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Rent, Light and Heating | Salaries | | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | | $ c. |
| 1 | ..... | 90 00 | 311 | 3,120 | 6,152 | ..... | 3,442 06 | ..... | 1,750 | 101 54 |
| 2 | ..... | 45 00 | 140 | 2,461 | 3,172 | ..... | 2,727 57 | ..... | 650 | 15 00 |
| 3 | 49 05 | 189 00 | 644 | 5,571 | 13,891 | 31 | 10,621 30 | ..... | 2,500 | 92 17 |
| 4 | 7 20 | 35 00 | 70 | 4,680 | 3,736 | ..... | 5,042 80 | ..... | 480 | 43 12 |
| 5 | ..... | ..... | 261 | 2,957 | 3,010 | ..... | 1,491 28 | ..... | 4,395 | 43 34 |
| 6 | 116 09 | 55 00 | ..... | 3,031 | 894 | 17 | 2,251 18 | 7 50 | 1,100 | 100 82 |
| 7 | 101 50 | 73 68 | 432 | 3,310 | 7,151 | 18 | 3,761 52 | 800 00 | 2,000 | 35 84 |
| 8 | 65 00 | 110 00 | 425 | 6,122 | 13,213 | 29 | 5,454 67 | 75 00 | 2,049 | 174 03 |
| 9 | 57 89 | 80 50 | 285 | 3,447 | 6,386 | 23 | 2,221 01 | ..... | 833 | 77 50 |
| 10 | 30 00 | 20 00 | 121 | 2,259 | 1,387 | ..... | 795 65 | ..... | 700 | 45 75 |
| 11 | 319 97 | 858 00 | 2,347 | 6,782 | 30,515 | 10 | 45,231 25 | ..... | 10,000 | 260 00 |
| 12 | 342 12 | 2,039 85 | 1,807 | 10,647 | 31,859 | 120 | 42,767 66 | ..... | 15,338 | 260 00 |
| 13 | 241 25 | 400 00 | 430 | 5,016 | 9,881 | 29 | 14,034 62 | ..... | 3,000 | 115 60 |
| 14 | 243 40 | 436 00 | 713 | 6,222 | 21,398 | 46 | 16,633 39 | ..... | 3,800 | 259 41 |
| 15 | 710 03 | 2,715 47 | 5,372 | 25,292 | 105,204 | 125 | 57,074 35 | ..... | 24,084 | 260 00 |
| 16 | 43 00 | 110 00 | 285 | 3,657 | 5,364 | 28 | 1,819 84 | 18 33 | 1,425 | 58 69 |
| 17 | 173 70 | 706 50 | 2,628 | 12,665 | 19,815 | 65 | 23,517 78 | 100 80 | 9,435 | 260 00 |
| 18 | 155 69 | 146 25 | 242 | 3,940 | 6,055 | 28 | 10,145 98 | ..... | 1,200 | 122 60 |
| 19 | ..... | 180 00 | 391 | 2,791 | 2,607 | 13 | 1,257 37 | ..... | 1,000 | 69 24 |
| 20 | 9 12 | 3 28 | 125 | 3,836 | 2,588 | ..... | 2,949 31 | ..... | 750 | 27 97 |
| 21 | 34 80 | 33 00 | 196 | 2,056 | 3,443 | 12 | 1,208 87 | 128 96 | ** | 38 67 |
| 22 | 53 50 | 45 00 | 233 | 5,155 | 3,077 | 15 | 1,236 60 | ..... | 1,200 | 65 97 |
| 23 | ..... | 204 00 | 420 | 5,536 | 8,780 | 37 | 4,002 57 | ..... | 3,617 | 144 03 |
| 24 | 281 16 | 1,274 75 | 5,352 | 8,169 | 25,316 | 44 | 28,850 98 | ..... | 10,417 | 260 00 |
| 25 | 141 79 | 84 66 | 207 | 2,870 | 6,542 | 17 | 1,397 77 | ..... | 1,786 | 99 74 |
| 26 | 29 00 | 25 00 | 340 | 3,969 | 2,876 | ..... | 2,891 06 | ..... | 1,000 | 59 73 |
| 27 | 124 55 | 200 08 | 552 | 6,493 | 17,803 | 49 | 13,521 58 | ..... | 2,300 | 232 94 |
| 28 | 420 64 | 873 34 | 646 | 6,955 | 15,429 | 48 | 24,766 67 | 158 09 | 7,300 | 241 14 |
| 29 | ..... | 50 00 | 247 | 1,402 | 3,952 | ..... | 1,004 86 | ..... | 3,100 | 78 94 |
| 30 | 170 06 | 385 00 | 1,031 | 5,548 | 16,211 | 64 | 12,887 17 | 68 00 | 6,345 | 119 93 |
| 31 | ..... | 125 00 | 142 | 1,756 | 1,954 | 9 | 1,449 92 | ..... | 900 | 80 47 |
| 32 | ..... | 164 00 | 680 | 6,169 | 9,095 | 17 | 4,010 39 | ..... | 2,005 | 148 73 |
| 33 | 35 70 | 100 00 | 285 | 3,257 | 4,771 | 14 | 2,041 64 | ..... | 800 | 94 90 |
| 34 | 395 66 | 666 02 | 782 | 7,279 | 17,390 | 51 | 15,161 07 | 10 00 | 4,300 | 119 30 |
| 35 | 91 70 | 55 00 | 365 | 3,055 | 3,697 | 24 | 2,814 77 | ..... | 1,850 | 123 21 |
| 36 | 88 89 | 100 00 | 407 | 8,080 | 13,037 | 17 | 7,004 72 | ..... | 1,225 | 74 45 |
| 37 | ..... | 40 00 | 149 | 2,434 | 3,531 | ..... | 1,822 91 | ..... | 512 | 44 67 |
| 38 | 103 75 | 104 00 | 325 | 2,258 | 5,198 | 21 | 2,550 11 | ..... | 1,300 | 107 61 |
| 29 | ..... | 105 00 | 326 | 4,880 | 6,834 | 24 | 2,579 51 | ..... | 1,600 | 65 93 |
| 40 | 111 66 | 195 83 | 510 | 5,405 | 3,524 | 41 | 13,727 33 | 21 00 | 1,575 | 104 10 |
| 41 | 175 10 | 110 00 | 355 | 4,369 | 5,058 | 20 | 3,852 60 | 88 19 | 1,675 | 45 05 |
| 42 | ..... | 1,526 50 | 1,903 | 7,245 | 47,006 | 91 | 23,538 67 | 15,000 00 | 20,644 | 360 00 |
| 43 | 460 43 | 949 11 | 3,724 | 9,038 | 43,847 | 75 | 34,527 36 | 1,000 00 | 10,333 | 260 00 |
| 44 | 132 73 | 75 00 | 76 | 6,087 | 1,156 | 34 | 4,861 12 | ..... | 150 | 111 21 |
| 45 | 66 25 | 100 00 | 400 | 3,369 | 8,413 | 21 | 2,927 89 | ..... | 1,732 | 100 30 |
| 46 | 25 00 | 75 00 | 118 | 2,780 | 1,170 | ..... | 1,209 35 | ..... | 900 | 25 35 |
| 47 | 336 66 | 330 00 | 750 | 5,184 | 18,341 | 42 | 12,339 37 | ..... | 4,795 | 141 67 |
| 48 | 84 00 | 50 00 | 250 | 3,369 | 4,485 | 24 | 2,169 74 | ..... | 776 | 77 97 |
| 49 | 109 10 | 159 00 | 858 | ** | 16,956 | 27 | 4,108 96 | ..... | 1,500 | 147 21 |
| 50 | 494 58 | 884 60 | 1,965 | 16,215 | 48,781 | 96 | 40,045 80 | ..... | 15,107 | 260 00 |
| 51 | 86 55 | 60 00 | 164 | 2,126 | 3,141 | 14 | 2,201 89 | ..... | 1,110 | 58 40 |
| 52 | 1,638 44 | 7,890 26 | 23,996 | 46,231 | 288,966 | 366 | 179,768 67 | 59,917 37 | 82,095 | 260 00 |
| 53 | 163 89 | 105 00 | 180 | 1,667 | 2,128 | 14 | 11,231 69 | 1,500 00 | 2,640 | 45 63 |
| 54 | ..... | 120 00 | 476 | 3,472 | 7,734 | 33 | 12,150 81 | ..... | 1,800 | 114 83 |
| 55 | 25 00 | 60 00 | 240 | 2,122 | 3,093 | ..... | 1,753 58 | ..... | 831 | 57 25 |
| 56 | ..... | 240 00 | 471 | 4,347 | 10,590 | 26 | 2,862 56 | ..... | 2,522 | 158 01 |

**Not reported.

FREE PUBLIC

TABLE A—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, Grants paid in 1911

| Number | Public Libraries FREE | Receipts | | | | | Expenditure | Balance on hand |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants paid in 1911 | Municipal and County grants | Borrowers' Tickets, etc. | Balances and other sources | Total receipts | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 57 | Ingersoll | 174 45 | 1,050 00 | 22 55 | 370 06 | 1,617 06 | 1,375 00 | 242 06 |
| 58 | Kemptville | 121 54 | 215 50 | 8 00 | 122 19 | 467 23 | 404 43 | 62 80 |
| 59 | Kenora | 82 76 | 500 00 | ..... | 325 71 | 908 47 | 749 61 | 158 86 |
| 60 | Kincardine | 81 09 | 397 00 | 49 19 | 178 37 | 705 65 | 702 27 | 3 38 |
| 61 | Kingsville | 103 04 | 300 00 | ..... | 77 81 | 480 85 | 391 53 | 89 32 |
| 62 | Lakefield | 91 47 | 117 80 | ..... | 17 38 | 226 65 | 223 98 | 2 67 |
| 63 | Lanark | 29 80 | 240 70 | ..... | 14 62 | 285 12 | 122 68 | 162 44 |
| 64 | Lancaster | 30 00 | 50 79 | ..... | 458 34 | 539 13 | 215 15 | 323 98 |
| 65 | Leamington | 121 85 | 650 00 | ..... | 10,097 08 | 10,868 93 | 5,186 85 | 5,682 08 |
| 66 | Lindsay | 260 00 | 1,412 15 | 17 62 | 249 86 | 1,939 63 | 1,435 86 | 503 77 |
| 67 | Listowel | 136 15 | 500 00 | 42 21 | 4 98 | 683 34 | 562 58 | 120 76 |
| 68 | Little Britain | 48 71 | 50 00 | 15 25 | 27 25 | 141 21 | 101 22 | 39 99 |
| 69 | London | 260 00 | 12,064 00 | ..... | 830 71 | 13,154 71 | 12,750 45 | 404 26 |
| 70 | Markdale | 83 30 | 164 00 | 18 30 | 46 86 | 312 46 | 256 22 | 56 24 |
| 71 | Merrickville | 91 78 | 200 00 | 6 45 | 4 35 | 302 58 | 286 96 | 15 62 |
| 72 | Merritton | 44 79 | 100 00 | ..... | 118 59 | 263 38 | 143 86 | 119 52 |
| 73 | Midland | 114 50 | 547 15 | ..... | 284 84 | 946 49 | 946 49 | ..... |
| 74 | Millbrook | 105 23 | 175 00 | 12 65 | 103 57 | 396 45 | 308 55 | 87 90 |
| 75 | Milverton | 101 92 | 200 00 | 10 00 | 47 71 | 359 63 | 335 73 | 23 90 |
| 76 | Mitchell | 88 61 | 600 00 | 12 25 | 340 83 | 1,041 69 | 845 31 | 196 38 |
| 77 | Mount Forest | 143 58 | 370 00 | ..... | 462 83 | 976 41 | 507 60 | 468 81 |
| 78 | New Liskeard | 96 00 | 850 00 | 89 00 | 113 00 | 1,148 00 | 759 66 | 388 34 |
| 79 | Newmarket | 90 99 | 450 00 | ..... | 13 90 | 554 89 | 505 72 | 49 17 |
| 80 | Niagara Falls | 254 06 | 1,750 00 | 69 65 | 626 51 | 2,700 22 | 2,700 22 | ..... |
| 81 | North Bay | 106 52 | 500 00 | 37 70 | 254 87 | 899 09 | 872 18 | 26 91 |
| 82 | North Toronto | 142 10 | 300 00 | 15 05 | 81 19 | 538 34 | 523 40 | 14 94 |
| 83 | Orangeville | 159 36 | 956 90 | 30 40 | 173 22 | 1,319 88 | 1,212 97 | 106 91 |
| 84 | Orillia | 210 92 | 1,010 00 | 63 00 | 747 10 | 2,031 02 | 1,075 15 | 955 87 |
| 85 | Oshawa | 145 23 | 1,125 00 | ..... | 223 98 | 1,494 21 | 1,274 75 | 219 46 |
| 86 | Ottawa | 260 00 | 12,750 00 | ..... | 5,326 97 | 18,336 97 | 18,336 97 | ..... |
| 87 | Otterville | 31 88 | 74 54 | ..... | 153 11 | 259 53 | 100 65 | 158 88 |
| 88 | Owen Sound | 179 70 | 800 00 | 38 93 | 125 91 | 1,144 54 | 1,054 59 | 89 95 |
| 89 | Paisley | 91 99 | 205 00 | 8 50 | 24 15 | 329 64 | 325 49 | 4 15 |
| 90 | Palmerston | 42 25 | ..... | ..... | 817 72 | 859 97 | 859 29 | 68 |
| 91 | Paris | 208 93 | 850 00 | 12 50 | 112 62 | 1,184 05 | 1,058 62 | 125 43 |
| 92 | Parkhill | 58 93 | 25 00 | 23 69 | 15 76 | 123 38 | 46 37 | 77 01 |
| 93 | Parry Sound | 127 69 | 400 00 | 36 00 | 150 19 | 713 88 | 626 48 | 87 40 |
| 94 | Pembroke | 260 00 | 798 47 | ..... | 1,686 83 | 2,745 30 | 2,025 07 | 720 23 |
| 95 | Penetanguishene | 159 04 | 1,110 00 | ..... | 4 34 | 1,273 38 | 1,190 15 | 83 23 |
| 96 | Perth | 146 95 | 900 00 | 3 00 | 279 60 | 1,329 55 | 1,189 06 | 140 49 |
| 97 | Peterborough | 181 18 | 4,000 00 | 10 00 | 580 79 | 4,771 97 | 4,646 81 | 125 16 |
| 98 | Picton | 254 45 | 1,180 90 | 21 00 | 151 53 | 1,607 88 | 1,607 88 | ..... |
| 99 | Port Arthur | 249 75 | 3,438 25 | 57 75 | 243 97 | 3,989 72 | 3,871 22 | 118 50 |
| 100 | Port Carling | 50 56 | 151 77 | 7 30 | 20 54 | 230 17 | 167 72 | 62 45 |
| 101 | Port Colborne | 35 43 | 100 00 | 12 89 | 130 28 | 278 60 | 163 93 | 114 67 |
| 102 | Port Elgin | 127 45 | 468 00 | 27 75 | 382 93 | 1,006 13 | 880 96 | 125 17 |
| 103 | Port Hope | 253 61 | 1,170 03 | 47 09 | ..... | 1,470 73 | 1,470 73 | ..... |
| 104 | Prescott | 128 50 | 250 00 | ..... | 99 66 | 478 16 | 433 89 | 44 27 |
| 105 | Preston | 120 79 | 642 00 | 49 00 | 4,915 12 | 5,726 91 | 4,373 04 | 1,353 87 |
| 106 | Renfrew | 117 19 | 300 00 | 5 00 | 139 65 | 561 84 | 341 81 | 220 03 |
| 107 | Richmond Hill | 70 45 | 155 00 | ..... | 16 90 | 242 35 | 221 26 | 21 09 |
| 108 | Ridgeway | 57 31 | 90 00 | 28 80 | 20 66 | 196 77 | 134 39 | 62 38 |
| 109 | Sarnia | 260 00 | 2,247 34 | ..... | 548 48 | 3,055 82 | 2,294 80 | 761 02 |
| 110 | Sault Ste. Marie | 246 70 | 1,250 00 | ..... | 256 48 | 1,753 18 | 1,535 94 | 217 24 |
| 111 | Seaforth | 158 06 | 375 00 | 26 35 | 97 78 | 657 19 | 473 77 | 183 42 |
| 112 | Shelburne | 134 39 | 200 00 | 22 15 | 139 24 | 495 78 | 345 20 | 150 58 |

LIBRARIES—Continued

Books and Circulation, etc., for the year ending 31st Dec., 1911, showing Legislative and in 1912

| Number | Maintenance | | Number of Borrowers | Number of volumes in library | Number of volumes issued | Number of newspapers and magazines | Assets | Liabilities | Population | Legislative grant paid in 1912 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Rent, light and heating | Salaries | | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | | $ c. |
| 57 | 215 35 | 467 33 | 1,000 | 5,831 | 20,803 | 25 | 13,942 06 | ..... | 4,847 | 160 05 |
| 58 | 83 25 | 115 83 | 466 | 2,781 | 7,810 | 24 | 2,370 35 | 6 50 | 1,209 | 111 25 |
| 59 | 570 00 | 120 00 | 378 | 3,745 | 9,732 | ..... | 3,512 45 | ..... | 6,500 | 74 64 |
| 60 | 84 69 | 212 00 | 560 | 4,120 | 9,086 | 27 | 8,125 00 | ..... | 1,956 | 95 87 |
| 61 | 107 71 | 120 00 | 265 | 2,860 | 6,062 | 17 | 1,989 32 | 60 00 | 1,860 | 90 66 |
| 62 | ..... | 50 00 | 150 | 1,925 | 2,275 | 22 | 763 04 | ..... | 1,353 | 101 07 |
| 63 | 3 25 | 50 00 | 178 | 2,204 | 3,317 | ..... | 1,809 54 | ..... | 722 | 31 26 |
| 64 | 34 00 | 26 00 | 178 | 3,824 | 2,157 | 11 | 4,950 00 | ..... | 588 | 64 64 |
| 65 | 142 28 | 168 33 | 621 | 2,947 | 8,343 | 28 | 18,297 08 | 4,959 46 | 2,652 | 57 98 |
| 66 | 71 79 | 627 58 | 1,533 | 6,512 | 23,293 | 67 | 16,888 74 | 87 50 | 7,418 | 260 00 |
| 67 | 110 46 | 260 00 | 700 | 3,902 | 7,782 | 18 | 12,120 76 | ..... | 2,400 | 80 99 |
| 68 | ..... | 50 00 | 55 | 2,488 | 863 | 18 | 2,214 49 | ..... | 1,050 | 44 36 |
| 69 | 714 72 | 4,532 47 | 9,579 | 27,353 | 159,971 | 165 | 84,742 94 | 29,000 00 | 46,177 | 260 00 |
| 70 | ..... | 90 00 | 154 | 3,565 | 4,434 | 17 | 2,956 24 | ..... | 1,000 | 89 41 |
| 71 | 84 00 | 50 00 | 193 | 2,025 | 3,871 | ..... | 2,391 62 | ..... | 1,100 | 69 85 |
| 72 | ..... | 84 00 | 524 | 2,388 | 5,664 | ..... | 1,793 64 | ..... | 1,600 | 28 53 |
| 73 | 142 20 | 180 00 | 772 | 3,784 | 11,820 | 34 | 2,740 00 | ..... | 4,238 | 108 63 |
| 74 | 60 00 | 60 00 | 286 | 2,410 | 6,546 | 27 | 2,012 90 | 200 00 | 800 | 106 57 |
| 75 | 119 46 | 100 00 | 130 | 2,243 | 3,625 | 7 | 2,036 76 | ..... | 900 | 65 06 |
| 76 | 109 50 | 350 00 | 259 | 5,010 | 10,961 | 22 | 5,845 21 | ..... | 1,800 | 109 55 |
| 77 | 100 00 | 109 66 | 375 | 3,949 | 9,235 | 13 | 4,376 55 | ..... | 2,300 | 123 96 |
| 78 | 34 75 | 218 17 | 370 | 2,524 | 5,565 | 18 | 13,157 71 | 223 13 | 2,600 | 99 10 |
| 79 | 110 48 | 130 00 | 904 | 3,232 | 11,187 | 30 | 1,892 09 | ..... | 3,400 | 122 64 |
| 80 | 250 29 | 1,277 05 | 1,700 | 9,539 | 28,865 | 45 | 27,600 00 | 156 67 | 9,243 | 260 00 |
| 81 | ..... | 358 33 | 651 | 3,146 | 5,697 | 19 | 3,115 91 | ..... | 8,534 | 114 36 |
| 82 | ..... | 172 50 | 478 | 1,259 | 7,079 | 18 | 1,095 66 | ..... | 6,000 | 89 22 |
| 83 | 267 63 | 3 60 | 600 | 4,684 | 12,204 | 52 | 18,806 91 | ..... | 2,321 | 223 28 |
| 84 | 167 50 | 340 00 | 1,293 | 5,883 | 21,432 | 25 | 8,324 87 | ..... | 6,815 | 177 92 |
| 85 | 321 11 | 499 92 | 1,187 | 18,637 | 18,571 | 43 | 5,669 46 | ..... | 7,417 | 176 78 |
| 86 | 1,897 94 | 8,664 11 | 13,000 | 48,259 | 216,532 | 203 | 195,900 00 | 83,000 00 | 86,340 | 260 00 |
| 87 | ..... | 24 00 | 103 | 1,108 | 712 | ..... | 891 08 | ..... | 500 | 50 07 |
| 88 | ..... | 543 75 | 890 | 4,957 | 15,227 | 36 | 5,089 95 | ..... | 12,555 | 194 02 |
| 89 | 15 00 | 144 00 | 240 | 5,427 | 7,045 | 21 | 3,454 15 | ..... | 779 | 105 23 |
| 90 | 324 80 | 299 00 | 509 | 2,478 | 7,395 | 29 | 13,840 68 | 10 00 | 1,800 | 71 94 |
| 91 | 173 69 | 330 00 | 425 | 8,845 | 11,476 | 41 | 14,125 43 | ..... | 4,278 | 131 08 |
| 92 | ..... | 30 00 | 390 | 2,640 | 2,715 | ..... | 1,552 01 | ..... | 400 | 15 00 |
| 93 | 145 51 | 169 00 | 398 | 2,588 | 8,415 | ..... | 1,937 40 | ..... | 3,014 | 137 75 |
| 94 | 373 40 | 375 00 | 895 | 1,646 | 13,325 | 37 | 2,530 23 | 139 05 | 5,500 | 260 00 |
| 95 | 302 50 | 450 00 | 500 | 5,204 | 10,602 | 27 | 17,983 23 | ..... | 3,600 | 148 02 |
| 96 | 275 73 | 440 68 | 846 | 3,563 | 16,369 | 41 | 15,670 82 | 35 00 | 3,500 | 191 35 |
| 97 | 749 05 | 1,970 02 | 2,459 | 10,349 | 42,737 | 73 | 42,606 00 | 13 30 | 19,300 | 260 00 |
| 98 | 310 11 | 625 00 | 1,370 | 5,304 | 19,620 | 40 | 16,430 00 | 47 74 | 3,456 | 244 53 |
| 99 | 430 00 | 989 27 | 1,289 | 4,592 | 23,080 | 80 | 4,368 50 | ..... | 14,016 | 260 00 |
| 100 | ..... | 95 00 | 100 | 1,999 | 1,999 | 18 | 936 45 | 13 63 | 340 | 53 61 |
| 101 | ..... | 70 00 | 305 | 2,673 | 6,818 | ..... | 1,978 99 | ..... | 1,624 | 33 46 |
| 102 | 247 06 | 375 00 | 365 | 4,134 | 10,247 | 27 | 11,825 17 | ..... | 1,500 | 104 34 |
| 103 | 131 93 | 234 00 | 510 | 5,522 | 13,639 | 43 | 4,400 00 | ..... | 5,089 | 240 90 |
| 104 | ..... | 150 00 | 638 | 6,792 | 12,917 | 25 | 5,194 27 | ..... | 2,810 | 133 87 |
| 105 | 151 38 | 282 50 | 700 | 7,186 | 8,594 | 35 | 19,553 87 | 441 00 | 3,900 | 167 98 |
| 106 | 120 00 | 55 00 | 300 | 4,034 | 7,705 | ..... | 2,095 03 | ..... | 3,846 | 57 45 |
| 107 | 30 00 | 58 75 | 150 | 3,826 | 3,218 | 20 | 1,786 09 | ..... | 707 | 67 42 |
| 108 | ..... | 43 00 | 150 | 1,900 | 2,320 | ..... | 2,540 20 | ..... | 600 | 50 07 |
| 109 | 328 34 | 1,142 95 | 2,000 | 8,643 | 33,096 | 42 | 29,579 36 | ..... | 9,975 | 260 00 |
| 110 | 247 87 | 817 00 | 800 | 2,990 | 25,589 | 37 | 2,823 24 | ..... | 13,000 | 198 25 |
| 111 | ..... | 200 00 | 428 | 5,778 | 14,810 | 24 | 2,283 42 | 10 00 | 2,120 | 128 04 |
| 112 | ..... | 81 00 | 232 | 3,383 | 6,136 | 27 | 8,850 58 | ..... | 1,200 | 117 49 |

FREE PUBLIC

**TABLE A—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, Grants paid in 1911**

| Number | Public Libraries FREE | Receipts | | | | | Expenditure | Balance on hand |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants paid in 1911 | Municipal and County grants | Borrowers' Tickets, etc. | Balances and other sources | Total receipts | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 113 | Simcoe | 243 20 | 663 88 | 46 00 | 333 60 | 1,286 68 | 1,029 56 | 257 12 |
| 114 | Smith's Falls | 125 39 | 1,100 00 | 57 00 | 271 20 | 1,553 59 | 1,553 59 | ..... |
| 115 | Stayner | 25 78 | 85 00 | 6 77 | 9 53 | 127 08 | 103 12 | 23 96 |
| 116 | Stirling | 58 48 | 186 00 | 41 27 | 110 17 | 395 92 | 207 29 | 188 63 |
| 117 | Stouffville | 94 95 | 170 00 | 8 00 | 70 83 | 343 78 | 295 80 | 47 98 |
| 118 | Stratford | 260 00 | 1,500 00 | 10 00 | 530 88 | 2,300 88 | 2,300 88 | ..... |
| 119 | Streetsville | 103 91 | 110 00 | 10 50 | 138 58 | 362 99 | 312 95 | 50 04 |
| 120 | St. Catharines | 260 00 | 2,600 00 | ..... | 420 74 | 3,280 74 | 2,826 11 | 454 63 |
| 121 | St. Mary's | 149 78 | 750 00 | 41 15 | 171 84 | 1,112 77 | 968 39 | 144 38 |
| 122 | St. Thomas | 260 00 | 2,900 00 | 84 65 | 810 45 | 4,055 10 | 4,023 39 | 31 71 |
| 123 | Tara | 74 87 | 155 00 | 13 60 | 133 22 | 376 69 | 247 50 | 129 19 |
| 124 | Thorold | 75 10 | 400 00 | ..... | 111 94 | 587 04 | 445 69 | 141 35 |
| 125 | Tillsonburg | 72 20 | 658 55 | 11 00 | 68 99 | 810 74 | 792 29 | 18 45 |
| 126 | Toronto | 260 00 | 82,152 00 | 578 65 | 15,327 80 | 98,318 45 | 80,826 41 | 17,492 04 |
| 127 | Uxbridge | 93 63 | 250 00 | 35 30 | 258 46 | 637 39 | 637 39 | ..... |
| 128 | Walkerville | 260 00 | 2,029 18 | 33 35 | 2,146 26 | 4,468 79 | 2,364 97 | 2,103 82 |
| 129 | Wallaceburg | 195 08 | 787 96 | 35 65 | 238 68 | 1,257 37 | 886 27 | 371 10 |
| 130 | Waterloo | 260 00 | 1,063 93 | 26 25 | 617 06 | 1,967 24 | 1,967 24 | ..... |
| 131 | Watford | 102 38 | 194 00 | 118 05 | 3 49 | 417 92 | 409 82 | 8 10 |
| 132 | Whitby | 45 99 | 25 00 | 50 00 | 673 54 | 794 53 | 786 48 | 8 05 |
| 133 | Windsor | 260 00 | 5,000 00 | ..... | 553 29 | 5,813 29 | 5,641 87 | 171 42 |
| 134 | Wingham | 202 69 | 630 00 | 77 98 | 5 90 | 916 57 | 873 38 | 43 19 |
| 135 | Woodstock | 260 00 | 2,300 00 | 199 58 | 16 | 2,759 74 | 2,759 70 | 04 |
| 136 | Wroxeter | 74 35 | 125 00 | 11 34 | 98 52 | 309 21 | 197 48 | 111 73 |
| | Totals | 18,260 90 | 232,185 96 | 4,729 53 | 75,751 83 | 330,926 22 | 283,699 59 | 47,226 63 |

## LIBRARY STAFF

Let us have in the library men and women of broad culture who have had special training in psychology and sociology, who are sincerely and sympathetically devoted to humanity. Let this great educational institution be directed by people of commanding power, trained for public service, who have entered the profession as a life work, salaries to correspond with qualifications required and services rendered. We say services rendered because all service must be rendered before it can be measured. The library will thus become the centre of the intellectual activities of the community, a continuation school, a local university. . . . There are more than twenty millions of students in the schools of Canada and United States. These students touch directly or indirectly every home. With libraries at various local centres correlated with the schools, we have what may be called the nervous system of education of these great nations. . . . Therefore, we put the schools in the first place. *Let us bring the library and the schools into closer relation.—Senator W. H. Hatton, Wisconsin.*

**LIBRARIES—Continued**

**Books and Circulation, etc., for the year ending 31st Dec., 1911, showing Legislative and in 1912**

| Number | Maintenance: Rent, light and heating | Maintenance: Salaries | Number of Borrowers | Number of volumes in library | Number of volumes issued | Number of newspapers and magazines | Assets | Liabilities | Population | Legislative grant paid in 1912 |
|---|---|---|---|---|---|---|---|---|---|---|
| | $ c. | $ c. | | | | | $ c. | $ c. | | $ c. |
| 113 | 52 70 | 290 00 | 1,131 | 8,375 | 14,800 | 49 | 18,257 12 | 1,984 00 | 3,864 | 252 61 |
| 114 | 364 50 | 402 90 | 1,415 | 5,435 | 26,047 | 46 | 19,000 00 | 36 65 | 6,500 | 218 89 |
| 115 | ..... | 60 00 | 335 | 2,086 | 4,913 | ..... | 1,530 76 | ..... | 1,100 | 24 35 |
| 116 | 47 08 | 50 00 | 320 | 1,299 | 4,454 | ..... | 913 63 | ..... | 900 | 55 80 |
| 117 | 16 10 | 125 00 | 625 | 5,091 | 9 875 | 26 | 4,847 98 | ..... | 1,004 | 93 03 |
| 118 | 312 40 | 817 34 | 1,700 | 10,628 | 63,813 | 61 | 18,850 00 | 199 19 | 14,596 | 259 59 |
| 119 | 29 52 | ..... | 300 | 2,491 | 6,232 | 20 | 3,200 04 | 106 00 | 600 | 90 16 |
| 120 | 471 12 | 1,451 00 | 3,874 | 12,110 | 40,441 | 65 | 38,954 63 | ..... | 14,702 | 260 00 |
| 121 | 137 36 | 400 00 | 765 | 7,246 | 16,256 | 34 | 12,444 38 | 968 39 | 3,555 | 167 10 |
| 122 | 503 51 | 1,560 00 | 1,683 | 12,733 | 72,342 | 65 | 10,617 03 | ..... | 15,240 | 260 00 |
| 123 | 50 00 | 35 00 | 120 | 1,966 | 2,721 | 11 | 2,099 19 | ..... | 540 | 68 91 |
| 124 | 116 16 | 146 00 | 610 | 6,018 | 8,129 | 14 | 6,096 89 | ..... | 2,468 | 98 71 |
| 125 | 111 26 | 250 00 | 360 | 3,699 | 11,022 | 15 | 2,518 45 | ..... | 2,800 | 130 93 |
| 126 | 5,416 38 | 32,411 43 | 21,836 | 165,936 | 791,838 | 1,118 | 863,426 10 | 45,662 71 | 425000 | 260 00 |
| 127 | 245 17 | 150 00 | 582 | 6,334 | 8,590 | 30 | 9,375 00 | 150 92 | 1,600 | 46 21 |
| 128 | 426 75 | 545 00 | 692 | 4,966 | 22,936 | 51 | 10,497 24 | ..... | 3,349 | 258 00 |
| 129 | 121 20 | 304 75 | 519 | 5,673 | 17,948 | 40 | 3,729 61 | ..... | 4,000 | 140 74 |
| 130 | 175 19 | 526 00 | 780 | 9,019 | 13,737 | 58 | 9,665 00 | 215 26 | 4,800 | 260 00 |
| 131 | 102 81 | 120 00 | 350 | 3,395 | 6,137 | 23 | 1,608 10 | ..... | 1,198 | 108 20 |
| 132 | 20 53 | 52 00 | 185 | 3,901 | 7,693 | 16 | 2,598 05 | 7 74 | 2,279 | 74 69 |
| 133 | 437 53 | 1,879 42 | 1,646 | 19,943 | 49,955 | 77 | 53,264 25 | ..... | 18,220 | 260 00 |
| 134 | 112 30 | 207 00 | 808 | 4,833 | 12,631 | 64 | 3,103 19 | ..... | 2,495 | 256 30 |
| 135 | 324 85 | 935 75 | 1,710 | 8,786 | 35,590 | 58 | 28,609 67 | 4,091 20 | 10,061 | 260 00 |
| 136 | 10 00 | 50 00 | 169 | 5,021 | 2,910 | ..... | 4,821 57 | ..... | 400 | 57 21 |
| | 28,308 65 | 98,107 07 | 164,196 | 955,727 | 3,199,202 | 5,628 | 2,573,516 48 | 250,718 28 | 1,174,051 | 18,150 89 |

## "THE LIBRARY IS A TEMPLE"

"Thus, then, our library is a temple as truly as the dome-crowned cathedral hallowed by the breath of prayer and praise, where the dead repose and the living worship. May it, with all its treasures, be consecrated like that to the glory of God, through the contributions it shall make to the advancement of sound knowledge, to the relief of human suffering, to the promotion of harmonious relations between the members of the two noble professions which deal with the diseases of the soul and with those of the body, and to the common cause in which all good men are working—the furtherance of the well-being of their fellow creatures."—*Dr. Oliver Wendel Holmes.*

## BOOKS IN PUBLIC LIBRARIES OF GREAT BRITAIN

In 1890 the total stock of books in the Public Libraries of Great Britain was 3,035,856, and the total issue 16,665,937. In 1912 the stocks totalled 10,995,115, and the total issue of books 54,690,222—an increase of 7,958,259 and 38,034,285 respectively.—*Library World*, London.

**TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending 31st December, 1911, showing**

| Number | PUBLIC LIBRARY ASSOCIATIONS | Receipts | | | | | Expenditure | Balance on hand |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants paid in 1911 | Municipal and County grants | Members' fees | Balances and other sources | Total receipts | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 1 | Abingdon | ..... | ..... | ..... | 3 00 | 3 00 | ..... | 3 00 |
| 2 | Admaston | 26 64 | 10 00 | 6 50 | 8 62 | 51 76 | 50 42 | 1 34 |
| 3 | Alma | 25 39 | 15 00 | 18 05 | 40 62 | 99 06 | 71 60 | 27 46 |
| 4 | Almonte | 64 86 | 50 00 | 100 00 | 62 69 | 277 55 | 211 04 | 66 51 |
| 5 | Angus | 20 00 | 35 00 | 8 40 | 51 70 | 115 10 | 25 60 | 89 50 |
| 6 | Arkona | 28 48 | 35 00 | ..... | 71 60 | 135 08 | 99 25 | 35 83 |
| 7 | Atwood | 25 00 | 20 00 | 17 70 | 65 10 | 127 80 | 88 85 | 38 95 |
| 8 | Auburn | 36 75 | 40 00 | 25 10 | 29 39 | 131 24 | 105 45 | 25 79 |
| 9 | Badjeros | 29 86 | ..... | 14 50 | 1 71 | 46 07 | 35 07 | 11 00 |
| 10 | Barrie | 75 73 | 285 00 | 201 30 | 150 69 | 712 72 | 701 97 | 10 75 |
| 11 | Bath | 43 22 | ..... | 32 25 | 88 39 | 163 86 | 118 13 | 45 73 |
| 12 | Bayham | ..... | ..... | 4 00 | 28 66 | 32 66 | 19 40 | 13 26 |
| 13 | Baysville | 21 52 | 12 00 | 13 00 | 2 45 | 48 97 | 35 99 | 12 98 |
| 14 | Beachville | 48 04 | 50 00 | 30 75 | 24 53 | 153 32 | 141 13 | 12 19 |
| 15 | Beamsville | 50 68 | 50 00 | 85 00 | 181 03 | 366 71 | 228 86 | 137 85 |
| 16 | Beaverton | 59 26 | 50 00 | 27 45 | 87 90 | 224 61 | 176 16 | 48 45 |
| 17 | Belfountain | 20 00 | 15 00 | ..... | 16 00 | 51 00 | 33 90 | 17 10 |
| 18 | Belmont | ..... | 25 00 | 8 50 | 29 00 | 62 50 | 38 70 | 23 80 |
| 19 | Belwood | 43 20 | 35 00 | 26 05 | 2 14 | 106 39 | 103 50 | 2 89 |
| 20 | Blenheim | 118 89 | 190 00 | 149 60 | 25 98 | 484 47 | 457 81 | 26 66 |
| 21 | Blyth | 18 70 | 45 00 | 18 25 | 139 56 | 221 51 | 96 60 | 124 91 |
| 22 | Bobcaygeon | 85 95 | 85 00 | 79 80 | 52 99 | 303 74 | 248 48 | 55 26 |
| 23 | Bolton | 73 81 | 100 00 | 65 75 | 91 57 | 331 13 | 325 15 | 5 98 |
| 24 | Bothwell | 30 42 | ..... | 33 92 | 143 44 | 207 78 | 186 52 | 21 26 |
| 25 | Bowmanville | 85 39 | 125 00 | 139 00 | 293 86 | 643 25 | 586 00 | 57 25 |
| 26 | Bracondale | 53 22 | ..... | 34 15 | 4 63 | 92 00 | 35 90 | 56 10 |
| 27 | Bradford | ..... | 70 00 | 21 95 | 18 78 | 110 73 | 76 36 | 34 37 |
| 28 | Bridgeburg | 59 81 | 100 00 | 43 63 | 11 89 | 215 33 | 147 07 | 68 26 |
| 29 | Brigden | ..... | 35 00 | 18 00 | 36 05 | 89 05 | 80 62 | 8 43 |
| 30 | Brooklin | 36 97 | 30 00 | 27 25 | 99 62 | 193 84 | 176 12 | 17 72 |
| 31 | Brownsville | 30 47 | 50 00 | 47 20 | 131 05 | 258 72 | 184 43 | 74 29 |
| 32 | Brucefield | 67 16 | 45 00 | 41 65 | 124 12 | 277 93 | 134 11 | 143 82 |
| 33 | Burford | 25 00 | ..... | 63 55 | 92 03 | 180 58 | 168 59 | 11 99 |
| 34 | Burgessville | 80 43 | 50 00 | 26 90 | 56 81 | 214 14 | 200 53 | 13 61 |
| 35 | Burlington | 128 91 | 150 00 | 90 00 | 261 67 | 630 58 | 535 33 | 95 25 |
| 36 | Cambray | 34 02 | 50 00 | 25 50 | 52 94 | 162 46 | 149 91 | 12 55 |
| 37 | Camlachie | 90 74 | 30 00 | 28 00 | 54 64 | 203 38 | 203 38 | ..... |
| 38 | Campbellford | 86 57 | 400 00 | 65 35 | 541 32 | 1,093 24 | 947 53 | 145 71 |
| 39 | Canfield | 34 43 | ..... | 10 50 | 25 99 | 70 92 | 61 51 | 9 41 |
| 40 | Cannington | 35 85 | 60 00 | 40 40 | 25 70 | 161 95 | 110 70 | 51 25 |
| 41 | Cargill | 83 96 | 40 00 | 28 50 | 57 22 | 209 68 | 62 50 | 147 18 |
| 42 | Carp | 25 75 | 15 00 | 22 50 | 23 08 | 86 33 | 51 05 | 35 28 |
| 43 | Cayuga | ..... | 50 00 | 20 30 | 32 48 | 102 78 | 74 70 | 28 08 |
| 44 | Chatsworth | 52 69 | ..... | 42 25 | 79 43 | 174 37 | 122 54 | 51 83 |
| 45 | Cheapside | 30 64 | ..... | 17 00 | 42 08 | 89 72 | 63 72 | 26 00 |
| 46 | Chesterville | 46 53 | 50 00 | ..... | 166 61 | 263 14 | 158 34 | 104 80 |
| 47 | Clarksburg | 60 66 | 25 00 | 16 50 | ..... | 102 16 | 86 42 | 15 74 |
| 48 | Claremont | 50 05 | 45 00 | 26 50 | 32 74 | 154 29 | 128 38 | 25 91 |
| 49 | Claude | 23 28 | ..... | 26 75 | 3 63 | 53 66 | 10 55 | 43 11 |
| 50 | Cobourg | 165 57 | 100 00 | 243 50 | 303 80 | 812 87 | 721 92 | 90 95 |
| 51 | Colborne | 20 65 | ..... | 24 00 | 24 25 | 68 90 | 67 90 | 1 00 |
| 52 | Coldstream | 48 20 | 35 00 | 19 55 | 28 34 | 131 09 | 13 80 | 17 29 |
| 53 | Cookstown | 25 00 | 10 00 | 15 04 | 79 80 | 129 84 | 118 25 | 11 59 |
| 54 | Copleston | 7 95 | 10 00 | 3 50 | ..... | 21 45 | 14 00 | 7 45 |

**Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS Legislative Grants paid in 1911 and in 1912**

| Number | Maintenance | | Number of members | Number of volumes in library | Number of volumes issued | Number of newspapers and magazines | Assets | Liabilities | Population | Legislative grants paid in 1912 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Rent, light and heating | Salaries | | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | | $ c. |
| 1 | ..... | ..... | ..... | 213 | ..... | ..... | 190 19 | 2 00 | ** | ..... |
| 2 | ..... | 12 00 | 62 | 1,368 | 819 | ..... | 781 34 | ..... | *2,500 | 24 94 |
| 3 | 16 90 | 20 00 | 150 | 1,574 | 1,527 | ..... | 926 71 | ..... | 350 | 17 63 |
| 4 | ..... | 54 50 | 100 | 3,889 | 3,924 | 22 | 4,265 15 | ..... | 2,576 | 76 39 |
| 5 | ..... | 25 00 | 115 | 682 | 589 | ..... | 439 50 | ..... | 500 | 10 00 |
| 6 | 26 00 | 15 00 | 150 | 2,225 | 2,000 | 3 | 1,335 83 | ..... | 426 | 31 93 |
| 7 | 17 30 | 7 00 | 52 | 1,357 | 471 | ..... | 1,038 95 | ..... | 650 | 15 00 |
| 8 | 25 00 | 30 00 | 90 | 1,315 | 1,204 | 7 | 913 55 | ..... | 500 | 35 97 |
| 9 | 30 00 | ..... | 28 | 661 | ** | ..... | ** | ..... | ** | ..... |
| 10 | 78 03 | 240 00 | 266 | 6,293 | 11,335 | 41 | 5,505 75 | 350 00 | 6,417 | 75 97 |
| 11 | 50 00 | ..... | 57 | 890 | 5,500 | 13 | 675 66 | ..... | 390 | 44 22 |
| 12 | ..... | 17 75 | 8 | 739 | 24 | ..... | 388 26 | ..... | 100 | ..... |
| 13 | ..... | 12 00 | 52 | 614 | 756 | ..... | 407 52 | ..... | 200 | 21 00 |
| 14 | 16 18 | 52 58 | 133 | 1,500 | 1,399 | ..... | 1,844 89 | ..... | 450 | 39 55 |
| 15 | 77 43 | 48 00 | 91 | 3,439 | 5,680 | 8 | 2,985 85 | ..... | 915 | 52 78 |
| 16 | 70 75 | 45 00 | 192 | 1,686 | 1,385 | 20 | 1,468 93 | ..... | 1,100 | 56 43 |
| 17 | 15 00 | 12 00 | 50 | 1,417 | 473 | ..... | 633 10 | ..... | 250 | 10 00 |
| 18 | ..... | 25 00 | 21 | 1,226 | 483 | ..... | 1,101 14 | 37 00 | 350 | 10 00 |
| 19 | ..... | 25 00 | 52 | 2,133 | 1,593 | ..... | 1,813 60 | ..... | 217 | 40 07 |
| 20 | 80 64 | 130 00 | 224 | 4,667 | 8,558 | 23 | 3,806 66 | ..... | 1,250 | 101 87 |
| 21 | ..... | 25 00 | 105 | 2,204 | 1,073 | ..... | 975 52 | ..... | 750 | 21 52 |
| 22 | 70 25 | 53 10 | 143 | 2,868 | 3,521 | 23 | 2,753 88 | ..... | 950 | 66 21 |
| 23 | 50 00 | 113 00 | 132 | 2,860 | 3,512 | 19 | 2,114 88 | ..... | 707 | 76 71 |
| 24 | ..... | 67 00 | 178 | 2,347 | 3,697 | ..... | 1,796 26 | ..... | ** | 27 60 |
| 25 | 125 00 | 150 00 | 139 | 4,029 | 5,329 | 28 | 3,857 25 | ..... | 2,800 | 134 19 |
| 26 | ..... | 35 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 27 | ..... | 21 00 | 98 | 2,482 | 1,827 | ..... | 2,019 12 | 43 90 | 946 | 21 27 |
| 28 | ..... | 50 00 | 120 | 1,648 | 2,640 | ..... | 1,568 26 | ..... | 1,794 | 42 67 |
| 29 | 24 00 | 40 00 | 50 | 1,079 | 1,068 | ..... | 635 33 | ..... | ** | 13 10 |
| 30 | 2 32 | 25 00 | 141 | 2,808 | 2,607 | 12 | 1,522 72 | ..... | 1,760 | 70 16 |
| 31 | 13 95 | 45 00 | 136 | 656 | 2,333 | ..... | 601 99 | ..... | 250 | 70 58 |
| 32 | ..... | 30 00 | 114 | 1,529 | 2,423 | ..... | 1,305 50 | 85 00 | 200 | 54 29 |
| 33 | 50 00 | 50 00 | 104 | 2,065 | 2,599 | 24 | 1,434 24 | ..... | 700 | 41 45 |
| 34 | 16 50 | 25 00 | 50 | 455 | 2,202 | ..... | 284 66 | ..... | 200 | 29 57 |
| 35 | 74 94 | 150 00 | 180 | 3,755 | 4,227 | 12 | 9,295 25 | ..... | 2,000 | 103 69 |
| 36 | ..... | 40 00 | 94 | 1,612 | 1,751 | ..... | 1,212 68 | ..... | ** | 53 66 |
| 37 | 9 11 | 25 00 | 104 | 484 | 1,330 | ..... | 314 05 | 5 43 | *3,350 | 64 88 |
| 38 | 160 00 | 104 00 | 192 | 3,599 | 5,713 | 28 | 2,445 71 | 42 29 | 3,100 | 74 36 |
| 39 | 30 00 | ..... | 58 | 857 | 309 | 1 | 525 79 | ..... | 152 | 20 93 |
| 40 | 17 00 | 72 00 | 50 | 2,433 | 3,253 | 14 | 2,201 94 | 25 00 | 1,050 | 25 85 |
| 41 | 43 50 | 19 00 | 114 | 2,753 | 2,963 | ..... | 2,502 88 | ..... | ** | 15 00 |
| 42 | ..... | 40 00 | 50 | 1,173 | 1,447 | ..... | 915 57 | ..... | 500 | 10 00 |
| 43 | 50 00 | ..... | 65 | 1,706 | ** | ..... | 1,228 08 | ..... | 750 | 10 00 |
| 44 | ..... | 34 00 | 109 | 3,172 | 2,203 | 11 | 2,300 51 | 34 00 | 450 | 49 51 |
| 45 | 5 33 | ..... | 97 | 2,008 | 1,017 | ..... | 1,542 70 | ..... | 100 | 35 01 |
| 46 | ..... | 40 00 | 350 | 618 | ** | ..... | 580 19 | 47 79 | 900 | 60 35 |
| 47 | ..... | 15 00 | 69 | 1,209 | 1,430 | ..... | 890 74 | 10 00 | 600 | 15 00 |
| 48 | ..... | 30 00 | 124 | 2,290 | 2,968 | ..... | 2,440 91 | ..... | 400 | 56 43 |
| 49 | ..... | ..... | 57 | 3,015 | ** | ..... | 2,618 11 | ..... | ** | 10 00 |
| 50 | 86 00 | 160 01 | 246 | 4,837 | 16,322 | 44 | 3,790 95 | 18 75 | 5,300 | 194 56 |
| 51 | 17 15 | 15 00 | 63 | 1,815 | 832 | 8 | 776 00 | ..... | 1,000 | 19 93 |
| 52 | ..... | 15 00 | 73 | 1,629 | 1,653 | 6 | 829 29 | ..... | 100 | 51 01 |
| 53 | 2 10 | 26 00 | ** | 1,673 | 656 | ..... | 1,145 00 | 182 20 | 475 | 15 00 |
| | 15 00 | ..... | 40 | 1,150 | 525 | ..... | ** | ..... | 125 | 10 00 |

* Population of Township. ** Not reported.

**TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending**

| Number | PUBLIC LIBRARY ASSOCIATIONS | Receipts | | | | | Expenditure | Balance on hand |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants paid in 1911 | Municipal grants | Members' fees | Balances and other sources | Total receipts | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 55 | Creemore | 20 00 | 35 00 | 1 00 | 31 09 | 87 09 | 53 68 | 33 41 |
| 56 | Dalhousie (McD. Cor') | ..... | ..... | ..... | 5 00 | 5 00 | 1 04 | 3 96 |
| 57 | Della | ..... | ..... | 58 60 | 10 00 | 68 60 | 60 38 | 8 22 |
| 58 | Depot Harbour | 44 73 | ..... | 81 56 | 54 32 | 180 61 | 114 28 | 66 33 |
| 59 | Don | 36 12 | 21 00 | 7 00 | 11 61 | 75 73 | 73 91 | 1 82 |
| 60 | Dorchester | 25 13 | 25 00 | 33 85 | 109 74 | 193 72 | 95 40 | 98 32 |
| 61 | Drumbo | 67 97 | 50 00 | 53 80 | 13 64 | 185 41 | 175 33 | 10 08 |
| 62 | Dryden | 43 10 | ..... | 83 65 | 43 71 | 170 46 | 128 96 | 41 50 |
| 63 | Duart | 20 00 | 25 00 | 7 50 | ..... | 52 50 | 52 50 | ..... |
| 64 | Dundalk | ..... | ..... | 75 00 | 175 52 | 250 52 | 250 52 | ..... |
| 65 | Dunnville | 110 71 | 200 00 | 99 00 | 137 10 | 546 81 | 546 23 | 58 |
| 66 | Dungannon | 35 71 | 40 00 | 42 35 | 2 41 | 120 47 | 114 95 | 5 52 |
| 67 | Dunvegan | 32 64 | ..... | 11 75 | 10 40 | 54 79 | 52 53 | 2 26 |
| 68 | Durham | 41 17 | 100 00 | ..... | 85 62 | 226 79 | 218 70 | 8 09 |
| 69 | Elmvale | 36 48 | 10 00 | 44 55 | 10 57 | 101 60 | 95 12 | 6 48 |
| 70 | Elmwood | 35 79 | 25 00 | 16 30 | 10 06 | 87 15 | 76 11 | 11 04 |
| 71 | Elphin | ..... | ..... | ..... | 9 70 | 9 70 | 9 70 | ..... |
| 72 | Embro | 84 34 | 105 00 | 39 25 | 158 88 | 387 47 | 387 47 | ..... |
| 73 | Emsdale | ..... | ..... | 4 20 | ..... | 4 20 | ..... | 4 20 |
| 74 | Ennotville | 66 63 | 25 00 | 15 75 | 160 78 | 268 16 | 188 52 | 79 64 |
| 75 | Ethel | 10 00 | 30 00 | 7 50 | 44 63 | 92 13 | 34 35 | 57 78 |
| 76 | Fenelon Falls | 78 61 | 125 00 | 88 75 | 252 93 | 545 29 | 378 22 | 167 07 |
| 77 | Fonthill | 41 08 | 50 00 | 27 25 | 56 64 | 174 97 | 118 11 | 56 86 |
| 78 | Forester's Falls | 31 65 | 15 00 | 26 50 | 12 31 | 85 46 | 31 00 | 54 46 |
| 79 | Fort Erie | 68 08 | 100 00 | 37 00 | 221 33 | 426 41 | 352 78 | 73 63 |
| 80 | Fullarton | ..... | ..... | 20 00 | 114 90 | 134 90 | 134 90 | ..... |
| 81 | Frankford | 47 65 | 50 00 | 57 00 | 211 34 | 365 99 | 275 41 | 90 58 |
| 82 | Gananoque | 98 16 | 200 00 | 126 00 | 49 43 | 473 59 | 337 40 | 136 19 |
| 83 | Glammis | ..... | 25 00 | 17 00 | 113 82 | 155 82 | 112 81 | 43 01 |
| 84 | Glen Morris | 43 12 | 60 00 | 20 60 | 43 20 | 166 92 | 93 98 | 72 94 |
| 85 | Gore Bay | 30 00 | 96 74 | 7 45 | 2 92 | 137 11 | 123 99 | 13 12 |
| 86 | Gore's Landing | 25 53 | 10 00 | 34 00 | 30 56 | 100 09 | 82 63 | 17 46 |
| 87 | Gorrie | 32 00 | 25 00 | 21 00 | 41 05 | 119 05 | 79 21 | 39 84 |
| 88 | Grafton | 28 05 | ..... | 13 00 | 19 91 | 60 96 | 52 41 | 8 55 |
| 89 | Gravenhurst | ..... | 100 00 | 3 35 | 3 68 | 107 03 | 103 80 | 3 23 |
| 90 | Haileybury | 94 35 | 150 00 | 3 10 | 256 42 | 503 87 | 385 95 | 117 92 |
| 91 | Haliburton | 44 60 | 37 00 | 25 50 | 28 44 | 135 54 | 109 13 | 26 41 |
| 92 | Harrow | 39 00 | 100 00 | 59 50 | 77 84 | 276 34 | 197 50 | 78 84 |
| 93 | Hastings | 38 59 | ..... | 38 50 | 46 13 | 123 22 | 71 74 | 51 48 |
| 94 | Hawkesville | 15 00 | ..... | 4 85 | 60 00 | 79 85 | 53 57 | 26 28 |
| 95 | Highland Creek | ..... | ..... | 28 50 | 35 20 | 63 70 | 28 61 | 35 09 |
| 96 | Hillsdale | 10 00 | 20 00 | 24 75 | 52 86 | 107 61 | 86 66 | 20 95 |
| 97 | Hillview | 91 86 | ..... | 8 37 | 36 61 | 136 84 | 122 54 | 14 30 |
| 98 | Holstein | 49 11 | ..... | 53 00 | 49 81 | 151 92 | 151 89 | 03 |
| 99 | Honeywood | 39 85 | 10 00 | 10 50 | 34 35 | 94 70 | 41 60 | 53 10 |
| 100 | Huntsville | 88 02 | 175 00 | 75 95 | 26 35 | 365 32 | 316 27 | 49 05 |
| 101 | Inglewood | ..... | 15 00 | 4 50 | ..... | 19 50 | 19 50 | ..... |
| 102 | Inwood | 20 28 | 35 00 | 33 15 | 77 54 | 165 97 | 153 95 | 12 02 |
| 103 | Iroquois | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 104 | Islington | 58 82 | 25 00 | 38 35 | 1 55 | 123 72 | 123 19 | 53 |
| 105 | Jarvis | 29 80 | ..... | 18 00 | 144 90 | 192 70 | 168 30 | 24 40 |
| 106 | Kars | 15 00 | ..... | 6 00 | 36 11 | 57 11 | 35 25 | 21 86 |
| 107 | Kemble | 20 00 | ..... | 21 85 | 121 87 | 163 72 | 128 54 | 35 18 |
| 108 | Kingston | 177 26 | 700 00 | 689 10 | 48 08 | 1,614 44 | 1,559 27 | 55 17 |

**Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1911—Continued**

| Number | Maintenance | | Number of members | Number of volumes in library | Number of volumes issued | Number of newspapers and magazines | Assets | Liabilities | Population | Legislative grants paid in 1912 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Rent, light and heating | Salaries | | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | | $ c. |
| 55 | 10 00 | 10 00 | 50 | 1,207 | 280 | ..... | 473 95 | ..... | 622 | 21 00 |
| 56 | ..... | ..... | ** | 756 | ** | ..... | 503 96 | 1 04 | *1,320 | ..... |
| 57 | ..... | ..... | 59 | 80 | 541 | ..... | 61 80 | ..... | 400 | 33 77 |
| 58 | 30 | ..... | 171 | 824 | 3,379 | ..... | 966 33 | ..... | 800 | 40 17 |
| 59 | ..... | 40 00 | 55 | 1,497 | 439 | ..... | 1,114 73 | ..... | 200 | 21 79 |
| 60 | ..... | 45 00 | 100 | ** | 2,184 | ..... | 891 04 | ..... | 500 | 25 98 |
| 61 | ..... | 20 00 | 103 | 2,053 | 3,269 | ..... | 1,653 76 | ..... | 353 | 60 58 |
| 62 | ..... | 35 60 | ** | 832 | ** | ..... | 1,041 60 | ..... | 1,100 | 23 85 |
| 63 | 20 00 | 32 50 | 30 | 2,146 | 1,264 | ..... | 1,791 38 | 31 72 | 200 | 10 00 |
| 64 | ..... | 75 00 | 75 | 2,301 | 6,060 | ..... | 1,000 00 | 93 53 | 750 | 83 36 |
| 65 | 101 50 | 75 00 | 120 | 3,138 | 9,491 | 1 | 1,900 58 | ..... | 3,000 | 165 81 |
| 66 | ..... | 43 35 | 156 | 2,151 | 2,934 | ..... | 420 52 | ..... | 2,000 | 40 59 |
| 67 | ..... | 15 00 | 51 | 255 | 383 | ..... | 209 29 | ..... | ** | 23 14 |
| 68 | 23 47 | 78 00 | 103 | 4,162 | 4,808 | 4 | 3,358 09 | ..... | 1,579 | 70 32 |
| 69 | ..... | 40 00 | 100 | 2,043 | 2,077 | ..... | 1,226 48 | ..... | 3,200 | 31 59 |
| 70 | 11 00 | 20 00 | 107 | 1,179 | 1,520 | ..... | 827 03 | ..... | 450 | 31 68 |
| 71 | ..... | 5 00 | 21 | 379 | 103 | ..... | ** | ..... | 125 | ..... |
| 72 | 51 21 | 78 75 | 54 | 3,686 | 1,993 | 11 | 4,962 74 | 14 14 | 500 | 97 27 |
| 73 | ..... | ..... | 47 | 963 | 226 | ..... | 495 20 | ..... | 95 | ..... |
| 74 | 3 25 | 35 00 | 110 | 3,646 | 1,135 | ..... | 3,545 52 | ..... | ** | 64 55 |
| 75 | 10 00 | 20 00 | 52 | 1,970 | 2,184 | ..... | 687 78 | ..... | 620 | 10 00 |
| 76 | 183 30 | 20 00 | 96 | 4,622 | 3,400 | 44 | 3,492 07 | ..... | 1,055 | 92 30 |
| 77 | 12 55 | 30 00 | 160 | 2,603 | 1,726 | 10 | 2,289 86 | ..... | 501 | 58 92 |
| 78 | ..... | 30 00 | 39 | 1,055 | 1,120 | ..... | 646 75 | ..... | ** | 10 00 |
| 79 | 2 00 | 75 00 | 149 | 2,967 | 4,900 | ..... | 2,382 18 | ..... | 1,472 | 99 87 |
| 80 | 12 50 | 12 00 | 60 | 230 | 503 | 11 | 163 00 | ..... | 150 | 54 45 |
| 81 | 125 00 | 48 00 | 57 | 549 | 1,145 | 11 | 546 73 | ..... | 700 | 59 65 |
| 82 | 61 11 | 174 00 | 126 | 3,738 | 5,252 | 19 | 2,484 19 | 365 82 | 4,000 | 68 81 |
| 83 | ..... | 20 00 | 68 | 1,000 | 68 | ..... | 318 01 | ..... | 200 | 36 01 |
| 84 | 29 83 | 13 00 | 53 | 2,687 | 678 | 12 | 1,972 94 | ..... | ** | 34 50 |
| 85 | 63 00 | 40 00 | 90 | 1,500 | 159 | ..... | 913 12 | ..... | 720 | 15 00 |
| 86 | 32 00 | ..... | 74 | 1,378 | 1,298 | ..... | 1,261 43 | ..... | 212 | 33 66 |
| 87 | ..... | 13 50 | 72 | 2,016 | 834 | ..... | 1,292 47 | ..... | 600 | 27 58 |
| 88 | ..... | 15 75 | 13 | 434 | 1,648 | ..... | 613 55 | 27 38 | 400 | 19 61 |
| 89 | ..... | 75 00 | 182 | 2,513 | 4,140 | ..... | 1,403 23 | 57 14 | 2,000 | 15 00 |
| 90 | ..... | 120 00 | 83 | 888 | 790 | 27 | 1,217 92 | ..... | 4,000 | 143 42 |
| 91 | 58 | 24 00 | 102 | 1,374 | 1,764 | ..... | 699 85 | ..... | 500 | 40 58 |
| 92 | 64 00 | 31 00 | 75 | 1,327 | 4,563 | 13 | 828 84 | ..... | *2,750 | 61 64 |
| 93 | ..... | 10 00 | 84 | 1,077 | 3,203 | ..... | 801 93 | ..... | 950 | 26 77 |
| 94 | ..... | 20 00 | 65 | 877 | 437 | ..... | 483 93 | ..... | 200 | 21 03 |
| 95 | 4 00 | ..... | 89 | 1,607 | 87 | ..... | 1,414 74 | ..... | ** | 17 19 |
| 96 | 68 | 15 00 | 36 | 1,368 | 825 | ..... | 645 95 | ..... | 400 | 27 32 |
| 97 | ..... | ..... | 52 | 327 | 405 | ..... | 277 72 | ..... | 240 | 60 69 |
| 98 | ..... | 40 00 | 53 | 1,793 | 2,637 | ..... | 1,276 71 | ..... | 350 | 66 94 |
| 99 | ..... | 39 60 | 120 | 609 | 1,050 | ..... | 303 10 | ..... | 150 | 10 00 |
| 100 | 25 65 | 75 00 | 121 | 3,763 | 7,281 | 21 | 2,539 05 | ..... | 2,362 | 74 51 |
| 101 | 19 50 | ..... | 10 | 1,833 | 138 | ..... | ** | ..... | 400 | ..... |
| 102 | ..... | 25 00 | 91 | 970 | 1,463 | ..... | 608 02 | ..... | 300 | 69 42 |
| 103 | ..... | ..... | ..... | 1,800 | ..... | ..... | ** | ..... | 800 | ..... |
| 104 | ..... | 15 00 | 118 | 2,369 | 2,566 | 4 | 1,526 85 | ..... | 1,400 | 54 56 |
| 105 | 25 00 | 25 00 | 53 | 3,320 | 1,347 | 3 | 1,574 40 | ..... | 800 | 19 10 |
| 106 | 8 00 | 27 00 | 30 | 1,619 | 383 | ..... | 1,019 86 | ..... | 200 | 10 00 |
| 107 | 14 85 | 25 00 | 95 | 1,127 | 802 | ..... | 635 18 | ..... | 65 | 15 00 |
| 108 | 317 33 | 491 95 | 501 | 4,402 | 33,213 | 87 | 8,015 86 | ..... | 20,000 | 209 36 |

* Population of township. ** Not reported.

**TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending**

| Number | PUBLIC LIBRARY ASSOCIATIONS | Receipts | | | | | Expenditure | Balance on hand |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants paid in 1911 | Municipal and County grants | Members' fees | Balances and other sources | Total receipts | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 109 | Kinmount | 21 04 | 50 00 | 20 00 | 4 27 | 95 31 | 90 09 | 5 22 |
| 110 | Kintore | 89 56 | 60 00 | 23 25 | 43 08 | 215 89 | 203 63 | 12 26 |
| 111 | Kirkfield | 41 60 | 50 00 | 19 70 | 47 55 | 158 85 | 126 27 | 32 58 |
| 112 | Komoka | 36 08 | 35 00 | 40 00 | 8 22 | 119 30 | 117 20 | 2 10 |
| 113 | Lake Charles | 25 00 | ..... | 8 00 | 106 91 | 139 91 | 29 90 | 110 01 |
| 114 | Lefroy | 17 01 | 10 00 | 22 00 | 12 85 | 61 86 | 38 66 | 23 20 |
| 115 | Lickerson | 57 83 | 330 00 | 34 15 | 24 31 | 446 29 | 377 04 | 69 25 |
| 116 | Lyn | 47 21 | 10 00 | 47 50 | 44 40 | 149 11 | 145 36 | 3 75 |
| 117 | Lynden | 10 00 | 60 00 | 6 75 | 1 68 | 78 43 | 46 02 | 32 41 |
| 118 | Madoc | 25 71 | ..... | 67 75 | 167 98 | 261 44 | 147 26 | 114 18 |
| 119 | Mallorytown | 64 73 | ..... | 95 00 | 88 02 | 247 75 | 221 40 | 26 35 |
| 120 | Manilla | 123 92 | 50 00 | 21 05 | 122 59 | 317 56 | 311 26 | 6 30 |
| 121 | Manotick | 10 00 | ..... | 21 25 | 40 20 | 71 45 | 71 45 | ..... |
| 122 | Marksville | 5 00 | 15 00 | ..... | 6 40 | 26 40 | 15 00 | 11 40 |
| 123 | Matilda, Brimston P.O. | 5 00 | ..... | ..... | 16 00 | 21 00 | 21 00 | ..... |
| 124 | Meaford | 105 62 | 400 00 | 181 45 | 196 34 | 883 41 | 676 07 | 207 34 |
| 125 | Melbourne | 20 00 | 45 00 | 35 00 | 74 16 | 174 16 | 132 43 | 41 73 |
| 126 | Middleville | ..... | ..... | 6 50 | 3 06 | 9 56 | 9 56 | ..... |
| 127 | Mildmay | 53 83 | 50 00 | 11 15 | 1 20 | 116 18 | 49 52 | 66 66 |
| 128 | Millgrove | 8 62 | ..... | 4 75 | 8 62 | 21 99 | 16 22 | 5 77 |
| 129 | Milton | 55 75 | ..... | 69 05 | 116 96 | 241 76 | 160 07 | 81 69 |
| 130 | Minden | 31 13 | 25 00 | 18 75 | 4 70 | 79 58 | 43 55 | 36 03 |
| 131 | Monkton | 49 66 | 12 00 | 21 00 | 1 66 | 84 32 | 53 14 | 31 18 |
| 132 | Mono Centre | 5 00 | ..... | ..... | 15 56 | 20 56 | 19 96 | 60 |
| 133 | Mono Mills | 24 43 | ..... | 10 00 | 18 07 | 52 50 | 48 58 | 3 92 |
| 134 | Mono Road | 27 06 | ..... | 28 50 | ..... | 55 56 | 54 19 | 1 37 |
| 135 | Morrisburg | 100 83 | 100 00 | 297 00 | 20 31 | 518 14 | 470 32 | 47 82 |
| 136 | Morriston | 18 73 | 15 00 | 28 80 | 25 77 | 88 30 | 60 91 | 27 39 |
| 137 | Mount Albert | 5 00 | 25 00 | 5 10 | 43 45 | 78 55 | 69 73 | 8 82 |
| 138 | Mount Brydges | 10 00 | 70 00 | 17 00 | 6 65 | 103 65 | 81 48 | 22 17 |
| 139 | Nanticoke | 20 00 | ..... | 20 00 | 28 19 | 68 19 | 65 23 | 2 96 |
| 140 | Napanee | 247 17 | 350 00 | 227 25 | 282 61 | 1,071 03 | 897 36 | 209 67 |
| 141 | Napanee Mills (Strathcona P.O.) | ..... | ..... | ..... | 813 77 | 813 77 | 11 25 | 802 52 |
| 142 | Napier | 5 00 | ..... | 59 75 | 35 | 65 10 | 65 10 | ..... |
| 143 | Newburgh | 60 02 | 40 00 | 31 38 | 6 96 | 138 36 | 138 36 | ..... |
| 144 | Newbury | 29 03 | 25 00 | 15 00 | 23 15 | 102 18 | 92 16 | 10 02 |
| 145 | New Dundee | 10 75 | ..... | 6 25 | 84 47 | 101 47 | 59 73 | 41 74 |
| 146 | New Durham | 10 00 | ..... | 3 00 | 5 94 | 18 94 | 2 63 | 16 31 |
| 147 | New Hamburg | 39 61 | 90 00 | 28 40 | 24 01 | 182 02 | 146 53 | 35 49 |
| 148 | Newington | 20 00 | ..... | 21 00 | 32 84 | 73 84 | 53 81 | 20 03 |
| 149 | Niagara | 130 81 | 100 00 | 137 70 | 17 31 | 385 82 | 337 41 | 48 41 |
| 150 | Norland | 10 00 | 50 00 | 7 50 | 83 83 | 151 33 | 23 00 | 128 33 |
| 151 | North Gower | 20 00 | ..... | 14 75 | 69 21 | 103 96 | 85 44 | 18 52 |
| 152 | Norwich | 88 52 | 110 00 | 107 80 | 52 54 | 358 86 | 313 87 | 44 99 |
| 153 | Norwood | 43 60 | 50 00 | 25 75 | 13 97 | 133 32 | 118 82 | 14 50 |
| 154 | Oakville | 90 35 | 250 00 | 206 35 | 99 51 | 646 21 | 617 47 | 28 74 |
| 155 | Oakwood | 55 75 | 50 00 | 7 00 | 41 16 | 153 91 | 133 84 | 20 07 |
| 156 | Odessa | 36 27 | ..... | 38 50 | 62 38 | 137 15 | 132 00 | 5 15 |
| 157 | Omemee | 68 46 | 100 00 | 50 50 | 23 92 | 242 88 | 242 88 | ..... |
| 158 | Orono | 20 00 | ..... | 33 40 | 45 02 | 98 42 | 61 71 | 36 71 |
| 159 | Pakenham | 111 77 | ..... | 41 00 | 145 65 | 298 42 | 200 36 | 98 06 |
| 160 | Pickering | 65 21 | 40 00 | 30 05 | 140 78 | 276 04 | 85 30 | 190 74 |
| 161 | Plattsville | 69 17 | 50 00 | 47 40 | 202 22 | 368 79 | 271 38 | 97 41 |

**Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1911—Continued**

| Number | Maintenance: Rent, light and heating | Maintenance: Salaries | Number of members | Number of volumes in library | Number of volumes issued | Number of newspapers and magazines | Assets | Liabilities | Population | Legislative grants paid in 1912 |
|---|---|---|---|---|---|---|---|---|---|---|
| | $ c. | $ c. | | | | | $ c. | $ c. | | $ c. |
| 109 | ..... | 43 00 | 68 | 2,006 | 2,643 | ..... | 1,505 22 | ..... | 450 | 19 41 |
| 110 | 5 00 | 30 00 | 65 | 1,143 | 1,507 | 3 | 724 26 | ..... | *2,119 | 103 31 |
| 111 | 5 25 | 25 00 | 100 | 2,260 | 1,267 | ..... | 640 58 | ..... | 350 | 30 26 |
| 112 | 17 25 | 10 00 | 112 | 886 | 828 | 3 | 649 67 | ..... | 300 | 57 18 |
| 113 | 2 25 | ..... | 16 | 2,236 | 502 | ..... | 1,666 62 | ..... | ** | ..... |
| 114 | ..... | 31 23 | 84 | 765 | 1,769 | ..... | 333 20 | ..... | 3,037 | 10 00 |
| 115 | ..... | 273 32 | 262 | 3,444 | 3,369 | 10 | 1,719 25 | ..... | 1,000 | 43 36 |
| 116 | 51 00 | 25 00 | 66 | 388 | 1,685 | 15 | 258 09 | ..... | 450 | 39 88 |
| 117 | 20 00 | 20 00 | 55 | 1,390 | 345 | ..... | 778 30 | ..... | 300 | 10 00 |
| 118 | 32 00 | 42 00 | 85 | 2,880 | 2,778 | ..... | 1,996 18 | ..... | 1,163 | 25 34 |
| 119 | 35 00 | 44 30 | 107 | 1,886 | 2,055 | 2 | 1,499 32 | ..... | 300 | 67 32 |
| 120 | 16 00 | 30 00 | 120 | 4,194 | 1,813 | 1 | 3,368 88 | ..... | 260 | 121 92 |
| 121 | ..... | 30 00 | 65 | 1,865 | 977 | ..... | 1,263 48 | 81 16 | 400 | 17 04 |
| 122 | ..... | 15 00 | 56 | 871 | 1,024 | ..... | 896 86 | ..... | 403 | 5 00 |
| 123 | ..... | 15 00 | 50 | 506 | ** | ..... | ** | ..... | ** | 5 00 |
| 124 | 192 00 | 200 00 | 249 | 3,790 | 8,514 | 29 | 3,207 34 | ..... | 3,000 | 108 70 |
| 125 | 6 00 | 58 75 | 71 | 1,116 | 440 | ..... | 541 73 | ..... | 350 | 34 31 |
| 126 | ..... | 4 00 | 10 | 730 | 56 | ..... | 259 00 | 3 06 | 160 | ..... |
| 127 | ..... | 25 00 | 126 | 2,473 | 1,306 | ..... | 1,076 66 | ..... | 1,000 | 15 00 |
| 128 | 1 22 | ..... | 35 | 663 | 657 | ..... | 365 00 | ..... | 200 | ..... |
| 129 | ..... | 72 00 | 120 | 3,900 | 3,488 | 13 | 4,881 69 | ..... | 1,800 | 65 72 |
| 130 | 24 00 | 12 00 | 75 | 1,534 | 2,015 | 3 | 1,104 16 | ..... | 300 | 10 00 |
| 131 | 2 14 | 20 00 | 73 | 1,375 | 835 | ..... | 1,131 18 | 113 62 | 350 | 10 00 |
| 132 | ..... | ..... | 66 | 489 | 446 | ..... | 201 38 | ..... | 47 | 14 39 |
| 133 | ..... | 4 00 | 50 | 686 | 286 | ..... | 463 92 | ..... | 100 | 25 90 |
| 134 | 4 75 | 25 00 | 57 | 1,922 | 1,386 | ..... | 1,350 05 | ..... | ** | 18 51 |
| 135 | 86 77 | 66 00 | 253 | 2,931 | 6,507 | 27 | 1,847 82 | ..... | 1,680 | 71 97 |
| 136 | ..... | 30 00 | 105 | 1,535 | 1,000 | 5 | 797 39 | ..... | *2,640 | 16 75 |
| 137 | ..... | 20 00 | ** | 1,003 | ** | ..... | 808 82 | ..... | 550 | 31 66 |
| 138 | ..... | 30 00 | 51 | 936 | 745 | ..... | 882 17 | ..... | 400 | 36 59 |
| 139 | ..... | 20 00 | 40 | 2,100 | 1,207 | ..... | 1,552 15 | ..... | 130 | 21 99 |
| 140 | 146 16 | 234 00 | 227 | 6,575 | 12,947 | 60 | 5,705 14 | ..... | 3,000 | 232 62 |
| 141 | 1 25 | 10 00 | 60 | 1,125 | 400 | ..... | 1,822 52 | ..... | 220 | ..... |
| 142 | ..... | ..... | 80 | 110 | 843 | ..... | 65 00 | ..... | *1,200 | 30 45 |
| 143 | 62 37 | 10 00 | 53 | 2,153 | 947 | 15 | 1,366 65 | 53 00 | 540 | 54 25 |
| 144 | ..... | 20 00 | 92 | 931 | 816 | ..... | 311 00 | ..... | 400 | 32 71 |
| 145 | 12 40 | 18 00 | 100 | 913 | 658 | 3 | 585 36 | ..... | 250 | 10 00 |
| 146 | ..... | ..... | 25 | 1,043 | 96 | ..... | 569 99 | ..... | 150 | 10 00 |
| 147 | 27 00 | 20 00 | 85 | 3,712 | 3,245 | ..... | 2,691 13 | ..... | 1,700 | 42 53 |
| 148 | 13 66 | 18 00 | 52 | 867 | 1,156 | 9 | 1,942 53 | ..... | 300 | 17 35 |
| 149 | 13 92 | 75 00 | 136 | 7,469 | 8,772 | 27 | 7,385 91 | ..... | 1,700 | 137 55 |
| 150 | ..... | 20 00 | 77 | 661 | 1,409 | ..... | 533 33 | 30 00 | ** | 10 00 |
| 151 | ..... | 50 00 | 57 | 2,081 | 1,245 | ..... | 805 09 | ..... | 400 | 22 11 |
| 152 | 69 03 | 60 00 | 130 | 2,658 | 5,397 | 17 | 1,444 99 | 5 05 | 1,300 | 92 45 |
| 153 | 2 30 | 54 50 | 52 | 2,483 | 461 | 12 | 1,253 42 | ..... | 850 | 36 86 |
| 154 | 165 40 | 200 00 | 200 | 4,701 | 8,559 | 29 | 3,334 36 | ..... | 2,400 | 119 71 |
| 155 | ..... | 63 12 | 84 | 1,917 | 2,686 | ..... | 1,253 60 | 65 00 | 250 | 36 37 |
| 156 | ..... | 60 00 | 76 | 1,313 | 3,480 | 12 | 2,335 15 | ..... | 700 | 46 98 |
| 157 | 80 00 | 95 00 | 101 | 988 | 1,910 | 26 | 760 54 | 50 16 | 600 | 60 28 |
| 158 | ..... | 25 00 | 100 | 1,534 | 1,888 | ..... | 1,331 50 | 25 00 | 475 | 19 97 |
| 159 | ..... | 35 00 | 64 | 765 | 2,060 | ..... | 758 06 | 50 98 | 500 | 97 19 |
| 160 | ..... | ..... | 97 | 2,187 | 2,170 | 17 | 1,348 19 | 50 00 | 400 | 47 91 |
| 161 | 95 00 | ..... | 115 | 2,058 | 3,627 | 12 | 1,423 65 | ..... | 750 | 110 29 |

* Population of township. ** Not reported.

**TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending**

| Number | PUBLIC LIBRARY ASSOCIATIONS | Receipts | | | | | Expenditure | Balance on hand |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants paid in 1911 | Municipal and County grants | Members' fees | Balances and other sources | Total receipts | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 162 | Point Edward | 20 00 | 95 00 | 32 40 | 27 75 | 175 15 | 114 35 | 60 80 |
| 163 | Port Credit | 30 68 | 35 00 | 30 00 | 20 15 | 115 83 | 101 05 | 14 78 |
| 164 | Port Dover | 88 89 | ..... | 72 85 | 164 18 | 325 92 | 279 12 | 46 80 |
| 165 | Port Perry | 83 60 | 125 00 | 98 00 | 32 64 | 339 24 | 332 94 | 6 30 |
| 166 | Port Rowan | ..... | 50 00 | 4 50 | 48 12 | 102 62 | 77 25 | 25 37 |
| 167 | Port Stanley | 33 03 | 25 00 | 40 50 | 10 07 | 108 60 | 100 16 | 8 44 |
| 168 | Princeton | 38 40 | 50 00 | 27 00 | 51 17 | 166 57 | 131 02 | 35 55 |
| 169 | Queensville | 51 21 | 25 00 | 22 50 | 22 18 | 120 89 | 120 49 | 40 |
| 170 | Rainy River | ..... | ..... | 99 50 | 82 00 | 181 50 | 168 85 | 12 65 |
| 171 | Richmond | 25 00 | ..... | 31 00 | 8 70 | 64 70 | 52 73 | 11 97 |
| 172 | Ridgetown | 87 57 | 115 00 | 80 75 | 2 05 | 285 37 | 241 59 | 43 78 |
| 173 | Ripley | 34 32 | 105 00 | 12 10 | 110 27 | 261 69 | 202 53 | 59 16 |
| 174 | Riversdale | 31 06 | 15 00 | 2 40 | 38 | 48 84 | 41 85 | 6 99 |
| 175 | Rockwood | 10 00 | ..... | 48 00 | 61 07 | 119 07 | 112 62 | 6 45 |
| 176 | Romney | 49 91 | 50 00 | 30 40 | 21 72 | 152 03 | 134 65 | 17 38 |
| 177 | Runnymede | 43 25 | 25 00 | ..... | 119 37 | 187 62 | 184 85 | 2 77 |
| 178 | Russell | 66 21 | ..... | 95 25 | 56 90 | 218 36 | 205 15 | 13 21 |
| 179 | Saltfleet (Stony Creek P.O.) | 61 38 | ..... | 38 00 | 28 52 | 127 90 | 123 33 | 4 57 |
| 180 | Scarboro' | 67 40 | 25 00 | 61 75 | 75 28 | 229 43 | 217 68 | 11 75 |
| 181 | Scotland | 50 15 | 10 00 | 45 61 | 194 01 | 299 77 | 262 89 | 36 88 |
| 182 | Shedden | 37 70 | ..... | 71 25 | 9 30 | 118 25 | 103 97 | 14 28 |
| 183 | Shetland | 10 00 | ..... | 12 50 | 63 70 | 86 20 | 62 44 | 23 76 |
| 184 | Singhampton | ..... | 10 00 | 8 80 | 29 55 | 48 35 | 48 30 | 05 |
| 185 | Smithville | 40 54 | 30 00 | 64 75 | 10 24 | 145 53 | 137 10 | 8 43 |
| 186 | Southampton | 32 71 | 40 00 | 39 90 | 4 03 | 116 64 | 70 78 | 45 86 |
| 187 | South Mountain | 40 10 | ..... | 17 00 | 70 | 57 80 | 36 35 | 21 45 |
| 188 | South River | 10 00 | 44 50 | ..... | ..... | 54 50 | 54 50 | ..... |
| 189 | Sparta | 10 00 | ..... | 11 75 | 47 05 | 68 80 | 45 06 | 23 74 |
| 190 | Speedside | 60 48 | 20 00 | 15 70 | 5 03 | 101 21 | 99 45 | 1 76 |
| 191 | Springfield | 10 00 | 25 00 | ..... | 34 75 | 69 75 | 54 32 | 15 43 |
| 192 | Stevenville | ..... | ..... | 25 00 | 164 30 | 189 30 | 111 20 | 78 10 |
| 193 | Strathroy | 127 37 | 125 00 | 174 75 | 194 19 | 621 31 | 621 31 | ..... |
| 194 | St. George | 67 68 | 60 00 | 59 50 | 259 37 | 446 55 | 301 15 | 145 40 |
| 195 | St. Helen's | 48 09 | 35 00 | 15 80 | 13 31 | 112 20 | 89 34 | 22 86 |
| 196 | Sunderland | 48 90 | 55 00 | 13 00 | 21 61 | 138 51 | 138 51 | ..... |
| 197 | Sutton, West | 52 24 | 100 00 | 5 75 | 56 83 | 214 82 | 172 72 | 42 10 |
| 198 | Sydenham | 50 65 | 25 00 | 34 77 | 79 04 | 189 46 | 168 43 | 21 03 |
| 199 | Tavistock | 132 08 | 90 00 | 90 00 | 136 12 | 448 20 | 379 92 | 68 28 |
| 200 | Teeswater | 80 26 | 70 00 | 74 50 | 151 69 | 376 45 | 303 10 | 73 35 |
| 201 | Thamesford | 30 00 | 70 00 | 30 00 | 27 41 | 157 41 | 100 18 | 57 23 |
| 202 | Thamesville | 89 46 | 50 00 | 79 50 | 913 15 | 1,132 11 | 363 93 | 768 18 |
| 203 | Thedford | 47 66 | 10 00 | 53 00 | 15 22 | 125 88 | 108 34 | 17 54 |
| 204 | Thornbury | 26 93 | 25 00 | 10 75 | 21 34 | 84 02 | 84 02 | ..... |
| 205 | Tilbury | 49 79 | 75 00 | 45 50 | 147 14 | 317 43 | 223 92 | 93 51 |
| 206 | Tottenham | ..... | 101 76 | ..... | 44 40 | 146 16 | 146 16 | ..... |
| 207 | Trout Creek | 25 00 | ..... | 3 50 | ..... | 28 50 | 28 50 | ..... |
| 208 | Tweed | 82 65 | 50 00 | 75 05 | 71 83 | 279 53 | 248 96 | 30 57 |
| 209 | Underwood | 32 04 | 45 00 | 14 75 | 127 56 | 219 35 | 96 00 | 123 35 |
| 210 | Unionville | 48 46 | 10 00 | 41 98 | 42 69 | 143 13 | 79 92 | 63 21 |
| 211 | Victoria (Caledonia) | 49 59 | 35 00 | 12 50 | 30 84 | 127 93 | 112 68 | 15 25 |
| 212 | Victoria Mines | 59 37 | 50 00 | 38 00 | 154 72 | 302 09 | 128 20 | 173 89 |

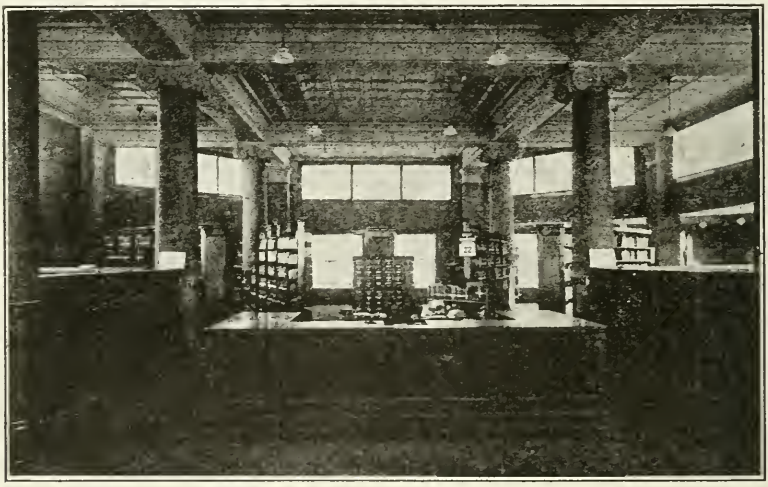
**Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1911—Continued**

| Number | Maintenance | | Number of members | Number of volumes in library | Number of volumes issued | Number of newspapers and magazines | Assets | Liabilities | Population | Legislative grants paid in 1912 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Rent, light and heating | Salaries | | | | | | | | |
| | $ $. | $ c. | | | | | $ c. | $ c. | | $ c. |
| 162 | 76 00 | 37 00 | 71 | 3,587 | 2,561 | 3 | 3,786 09 | ..... | 950 | 15 00 |
| 163 | 12 00 | 31 25 | 116 | 2,016 | 1,854 | ..... | 1,418 73 | ..... | 1,300 | 32 20 |
| 164 | 100 00 | ..... | 118 | 1,350 | 4,784 | 18 | 1,202 22 | ..... | 1,200 | 85 56 |
| 165 | 56 00 | 100 00 | 103 | 2,545 | 2,284 | 29 | 1,381 30 | 7 76 | 1,300 | 112 58 |
| 166 | 35 25 | 20 00 | 124 | 2,021 | 1,624 | ..... | 765 37 | 193 50 | 642 | 10 00 |
| 167 | ..... | 40 00 | 135 | 1,674 | 2,547 | ..... | 958 44 | ..... | 900 | 34 58 |
| 168 | 24 00 | 52 00 | 62 | 2,198 | 1,884 | ..... | 1,049 55 | ..... | 350 | 24 74 |
| 169 | 15 09 | 29 00 | 80 | 2,394 | 1,855 | ..... | 1,593 84 | ..... | 200 | 41 20 |
| 170 | ..... | ..... | 93 | 315 | ** | ..... | 179 10 | ..... | 1,800 | 65 97 |
| 171 | 10 00 | 30 00 | 82 | 1,595 | 1,127 | ..... | 1,238 62 | ..... | 450 | 10 00 |
| 172 | 28 30 | 75 00 | 111 | 4,568 | 3,412 | 22 | 5,313 78 | ..... | 2,100 | 67 25 |
| 173 | ..... | 60 00 | 61 | 2,351 | 1,426 | ..... | 1,509 16 | ..... | 700 | 27 09 |
| 174 | 1 40 | 8 75 | 50 | 1,232 | 119 | ..... | 893 18 | ..... | 500 | 20 15 |
| 175 | 32 87 | ..... | 60 | 2,020 | 1,697 | 2 | 469 92 | ..... | 600 | 14 98 |
| 176 | 50 | 36 10 | 102 | 3,109 | 1,116 | ..... | 2,503 69 | 43 20 | 1,750 | 50 77 |
| 177 | 3 50 | ..... | 95 | 644 | 2,661 | 5 | 582 77 | 32 00 | 3,000 | 27 39 |
| 178 | 15 97 | 60 00 | 125 | 2,046 | 2,286 | 26 | 3,113 21 | 185 00 | 500 | 83 22 |
| 179 | ..... | 15 00 | 152 | 1,845 | 4,497 | ..... | 1,727 64 | ..... | *3,239 | 57 81 |
| 180 | 1 00 | 12 50 | 150 | 5,134 | 2,365 | ..... | 3,011 75 | ..... | *3,800 | 48 22 |
| 181 | 3 00 | ..... | 115 | 1,506 | 1,499 | 13 | 1,563 63 | 50 00 | 350 | 59 49 |
| 182 | ..... | 40 00 | 104 | 1,824 | 1,754 | ..... | 979 28 | ..... | 350 | 39 25 |
| 183 | 3 00 | 12 00 | 50 | 230 | 301 | ..... | 134 10 | 15 00 | 250 | 30 61 |
| 184 | ..... | 48 00 | 31 | ** | ** | ..... | 214 05 | ..... | 400 | 5 00 |
| 185 | 58 60 | ..... | 95 | 1,602 | 2,903 | ..... | 1,008 43 | ..... | 500 | 41 84 |
| 186 | 35 60 | ..... | 125 | 4,733 | 2,272 | 3 | 4,587 67 | ..... | 1,704 | 26 56 |
| 187 | ..... | 25 00 | 17 | 852 | 4,608 | 2 | 674 67 | ..... | 400 | 10 00 |
| 188 | 20 00 | 20 00 | 95 | ** | 1,856 | ..... | 1,052 77 | ..... | 648 | 10 00 |
| 189 | ..... | 25 00 | 64 | 2,569 | 2,143 | ..... | 2,025 30 | 166 00 | 425 | 5 00 |
| 190 | 4 80 | 16 00 | 90 | 1,065 | 896 | ..... | 829 25 | ..... | 300 | 46 25 |
| 191 | ..... | 25 00 | 54 | 1,434 | 1,235 | ..... | 1,134 43 | ..... | 477 | 22 83 |
| 192 | 2 30 | ..... | 50 | 164 | 182 | ..... | 189 30 | ..... | 325 | 38 69 |
| 193 | 131 76 | 130 00 | 271 | 7,614 | 30,829 | 27 | 6,650 00 | 21 72 | 3,000 | 128 75 |
| 194 | 92 75 | 75 00 | 110 | 5,335 | 3,260 | 13 | 6,069 12 | ..... | 600 | 73 56 |
| 195 | 12 64 | 20 00 | 107 | 1,912 | 1,070 | ..... | 1,197 04 | ..... | 75 | 33 22 |
| 196 | 32 00 | 31 00 | 105 | 2,098 | 950 | 21 | 1,625 00 | 21 61 | 500 | 49 02 |
| 197 | ..... | 36 00 | 178 | 816 | 14,446 | 10 | 667 10 | ..... | 657 | 64 27 |
| 198 | 31 55 | 40 00 | 59 | 1,426 | 2,380 | 14 | 875 79 | ..... | 1,000 | 41 65 |
| 199 | 65 00 | 55 00 | 120 | 4,643 | 5,206 | 23 | 2,718 28 | ..... | 1,050 | 147 62 |
| 200 | 87 68 | 62 00 | 165 | 4,433 | 3,114 | 17 | 2,323 35 | ..... | 854 | 85 50 |
| 201 | 30 00 | 30 00 | 55 | 1,350 | ** | 3 | 1,142 03 | ..... | 550 | 21 19 |
| 202 | 1 00 | 57 35 | 131 | 1,954 | 891 | 20 | 1,055 68 | ..... | 885 | 105 85 |
| 203 | ..... | 25 00 | 107 | 2,628 | 3,734 | ..... | 1,234 54 | ..... | 600 | 50 49 |
| 204 | 20 00 | 5 00 | 60 | 1,592 | 1,524 | ..... | 590 00 | 43 54 | 800 | 16 60 |
| 205 | 50 00 | 50 00 | 110 | 2,191 | 2,328 | 16 | 1,285 50 | ..... | 1,540 | 78 85 |
| 206 | 25 00 | 25 00 | 147 | 2,497 | 1,619 | ..... | 1,351 25 | 91 76 | 525 | 40 39 |
| 207 | 25 00 | 3 50 | 8 | 922 | 227 | ..... | ** | ..... | 300 | ..... |
| 208 | 66 00 | 41 67 | 188 | 1,417 | 5,172 | 4 | 1,042 57 | ..... | 1,368 | 74 26 |
| 209 | 5 00 | 31 00 | 64 | 2,875 | ** | ..... | 1,440 35 | ..... | 800 | 20 00 |
| 210 | ..... | 20 00 | 106 | 1,246 | 2,507 | ..... | 973 21 | ..... | 508 | 36 03 |
| 211 | 2 25 | 20 00 | 100 | 3,057 | 1,545 | ..... | 2,654 55 | ..... | ** | 55 69 |
| 212 | 1 40 | ..... | 50 | 1,072 | 2,001 | 7 | 1,075 89 | ..... | 964 | 45 98 |

*Population of township. ** Not reported.

**TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending**

| Number | PUBLIC LIBRARY ASSOCIATIONS | Receipts | | | | | Expenditure | Balance on hand |
|---|---|---|---|---|---|---|---|---|
| | | Legislative grants paid in 1911. | Municipal and County grants | Members' fees | Balances and other sources | Total receipts | | |
| | | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| 213 | Victoria Road | ..... | 50 00 | 1 50 | ..... | 51 50 | 51 50 | ..... |
| 214 | Walkerton | 107 14 | 305 00 | 86 25 | 3 54 | 501 93 | 471 90 | 30 03 |
| 215 | Walton | 29 42 | 25 00 | 13 35 | 40 21 | 107 98 | 16 00 | 91 98 |
| 216 | Wardsville | 46 19 | 55 00 | 30 30 | 108 35 | 239 84 | 139 37 | 100 47 |
| 217 | Warkworth | 21 42 | 35 00 | 38 49 | 100 09 | 195 00 | 113 61 | 81 39 |
| 218 | Waterdown | 74 20 | 50 00 | 35 10 | 241 43 | 400 73 | 241 58 | 159 15 |
| 219 | Waterford | 18 93 | 50 00 | 15 05 | 14 17 | 98 15 | 70 75 | 27 40 |
| 220 | Welland | 103 38 | 200 00 | 114 40 | 314 69 | 732 47 | 419 57 | 312 90 |
| 221 | Wellesley | 32 13 | ..... | 23 35 | 101 03 | 156 51 | 140 58 | 15 93 |
| 222 | Westford | 30 64 | 30 00 | ..... | 16 89 | 77 53 | 77 43 | 10 |
| 223 | Weston | 88 84 | 60 00 | 54 25 | 24 57 | 227 66 | 208 03 | 19 63 |
| 224 | White Lake | 5 00 | ..... | ..... | 50 18 | 55 18 | 24 06 | 31 12 |
| 225 | Wiarton | 125 47 | 230 00 | 63 12 | 38 43 | 457 02 | 347 96 | 109 06 |
| 226 | Williamstown | 59 57 | 35 00 | 15 00 | 27 80 | 137 37 | 78 26 | 59 11 |
| 227 | Winchester | 55 88 | ..... | 52 50 | 130 71 | 239 09 | 219 38 | 19 71 |
| 228 | Woodville | 58 87 | 75 00 | 44 95 | 29 58 | 208 40 | 196 66 | 11 74 |
| | Totals | 9,978 02 | 11,455 00 | 9,439 32 | 16,332 25 | 47,204 59 | 36,754 94 | 10,449 65 |



**Fort William Public Library**
Interior View—Looking into Stack-room

**Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1911—Concluded**

| Number | Maintenance | | Number of members | Number of volumes in library | Number of volumes issued | Number of newspapers and magazines | Assets | Liabilities | Population | Legislative grants paid in 1912 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Rent, light and heating | Salaries | | | | | | | | |
| | $ c. | $ c. | | | | | $ c. | $ c. | | $ c. |
| 213 | ..... | 2 00 | 15 | 78 | ..... | ..... | 50 00 | ..... | 750 | 20 00 |
| 214 | 200 00 | 100 00 | 131 | 4,088 | 4,552 | 20 | 2,498 99 | ..... | 2,850 | 91 52 |
| 215 | ..... | 15 00 | 100 | 1,186 | 2,586 | ..... | 446 98 | ..... | 250 | 10 00 |
| 216 | 10 49 | ..... | 120 | 1,639 | 3,069 | 9 | 1,847 52 | ..... | 260 | 50 47 |
| 217 | 32 75 | 25 00 | 75 | 1,333 | 843 | 1 | 921 39 | ..... | 600 | 33 54 |
| 218 | 38 70 | 50 00 | 85 | 1,958 | 5,803 | 8 | 1,079 15 | ..... | 800 | 56 70 |
| 219 | ..... | 60 00 | 61 | 1,170 | 2,024 | 1 | 877 40 | ..... | 1,200 | 10 00 |
| 220 | ..... | 172 00 | 272 | 5,170 | 7,396 | 29 | 5,858 67 | ..... | 5,128 | 99 07 |
| 221 | 17 21 | 22 92 | 118 | 2,209 | 2,590 | ..... | 1,835 58 | ..... | 700 | 54 28 |
| 222 | 30 | ..... | 100 | 1,921 | 489 | ..... | 1,529 63 | ..... | 150 | 44 74 |
| 223 | ..... | 68 00 | 149 | 3,409 | 4,202 | 27 | 2,534 63 | ..... | 1,728 | 83 74 |
| 224 | ..... | 5 00 | 43 | 739 | 991 | ..... | 301 12 | ..... | 350 | 19 43 |
| 225 | 104 61 | 100 00 | 269 | 2,451 | 4,585 | 19 | 3,472 06 | ..... | 2,100 | 86 11 |
| 226 | 41 75 | 3 00 | 60 | 2,134 | 1,464 | ..... | 1,891 18 | 24 00 | 400 | 15 00 |
| 227 | ..... | 101 00 | 82 | 1,192 | 5,057 | 13 | 1,411 77 | ..... | 1,130 | 66 56 |
| 228 | 60 00 | 64 55 | 98 | 2,315 | 1,674 | 16 | 1,269 70 | ..... | 420 | 36 57 |
| | 5,576 63 | 9,154 75 | 21,673 | 446,556 | 587,898 | 1,436 | 347,415 50 | 2,896 25 | 223,317 | 10,051 55 |

**Fort William Public Library**
Interior View showing Men's Reading Room

## Summary of Facts Contained in Tables A and B

### I. Public Libraries—Free

The following statistics are taken from the annual reports for the year ending 31st December, 1911. (For details see Table A.)

1. Classification of Free Libraries Reporting

| | |
|---|---|
| Free Libraries, with reading rooms | 111 |
| Free Libraries, without reading rooms | 25 |
| Total | 136 |

2. Free Libraries—Receipts and Balances on Hand

| | |
|---|---|
| The total receipts of 136 Free Libraries | $330,926 22 |
| Balances on hand | 47,226 63 |

3. Free Libraries—Expenditure

| | |
|---|---|
| The total expenditure of 136 Free Libraries | $283,699 59 |

4. Free Libraries—Assets and Liabilities

| | |
|---|---|
| Assets of 136 Free Libraries | $2,573,516 48 |
| Liabilities of 136 Free Libraries | 250,718 28 |

5. Number of Readers in Free Libraries

Free Libraries report having had 164,196 readers.

6. No. of Volumes in Free Libraries and No. of Volumes Issued

| | |
|---|---|
| Number of volumes in 136 Free Libraries | 955,727 |
| Number of volumes issued in 136 Free Libraries | 3,199,202 |

7. Reading Rooms in Free Libraries

111 Free Libraries reported having reading rooms.
111 Free Libraries subscribed for 5,628 newspapers and periodicals.

### II. Public Libraries—Association

The following statistics are taken from the annual reports for the year ending 31st December, 1911. (For details see Table B.)

1. Classification of Association Libraries Reporting

| | |
|---|---|
| Libraries with reading rooms | 62 |
| Libraries without reading rooms | 166 |
| Total | 228 |

2. Association Libraries—Receipts and Balances on Hand

| | |
|---|---|
| The total receipts of 228 Libraries were | $47,204 59 |
| Balances on hand | 10,449 65 |

3. Association Libraries—Expenditure

| | |
|---|---|
| The total expenditure of 228 Association Libraries was | $36,754 94 |

4. Association Libraries—Assets and Liabilities

| | |
|---|---|
| Assets of 228 Libraries | $347,415 50 |
| Liabilities of 228 Libraries | 2,896 25 |

5. Number of Members of Association Libraries

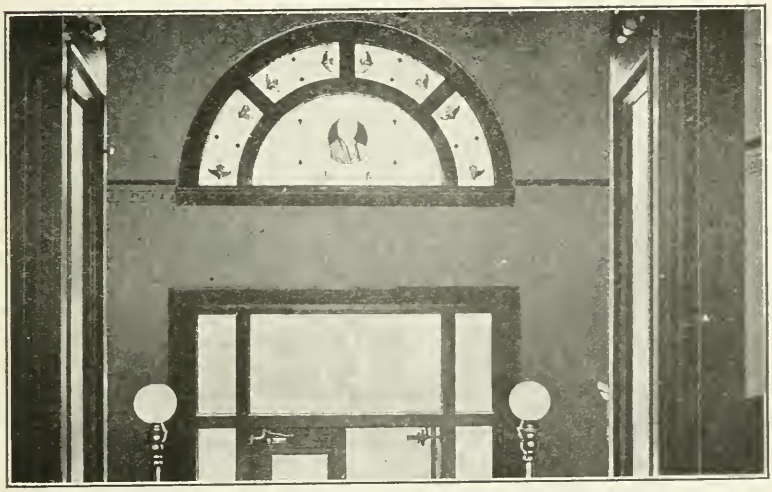
228 Libraries have 21,673 members.

6. No. of Volumes in Association Libraries and No. of Volumes Issued

| | |
|---|---|
| Number of Volumes in 228 Libraries | 446,556 |
| Number of Volumes issued in 228 Libraries | 587,898 |

7. Reading Rooms in Association Libraries

62 Libraries reported having reading rooms.
62 Libraries reported having periodicals for circulation.
62 Libraries subscribed for 1,436 newspapers and periodicals.



**Fort William Public Library**
View from Interior showing Memorial Stained Glass Window with Portrait of Mr. Andrew Carnegie

## TABLE C

**Includes every Public Library, Free Libraries and Library Associations—in the several Counties in the Province on the 1st December, 1912, alphabetically arranged :—**

### PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"

| Counties and Districts | Cities, Towns and Villages |
|---|---|
| Algoma | Bruce Mines. |
| " | Marksville. |
| " | Sault Ste. Marie. |
| Brant | Brantford. |
| " | Burford. |
| " | Glenmorris. |
| " | New Durham. |
| " | Paris. |
| " | Scotland. |
| " | St. George. |
| Bruce | Cargill. |
| " | Chesley. |
| " | Elmwood. |
| " | Glammis. |
| " | Kincardine. |
| " | Lucknow. |
| " | Mildmay. |
| " | Paisley. |
| " | Pinkerton. |
| " | Port Elgin. |
| " | Ripley. |
| " | Riversdale. |
| " | Southampton. |
| " | Teeswater. |
| " | Tara. |
| " | Underwood. |
| " | Walkerton. |
| " | Westford. |
| " | Wiarton. |
| Carleton | Carp. |
| " | Corkery. |
| " | Kars. |
| " | Manotick. |
| " | North Gower. |
| " | Ottawa. |
| " | Richmond. |
| Dufferin | Grand Valley. |
| " | Honeywood. |
| " | Mono Centre. |
| " | Orangeville. |
| " | Relessey. |
| " | Shelburne. |
| Dundas | Chesterville. |
| " | Iroquois. |
| " | Matilda (Iroquois P.O.) |
| " | Morrisburg. |
| " | South Mountain. |
| " | Winchester. |
| Durham | Bowmanville. |
| " | Millbrook. |
| " | Orono. |
| " | Port Hope. |
| Elgin | Aylmer. |
| " | Bayham. |
| " | Dutton. |
| " | Port Stanley. |
| Elgin | St. Thomas. |
| " | Shedden. |
| " | Sparta. |
| " | Springfield. |
| Essex | Amherstburg. |
| " | Comber. |
| " | Essex. |
| " | Harrow. |
| " | Kingsville. |
| " | Leamington. |
| " | Walkerville. |
| " | Windsor. |
| Frontenac | Garden Island. |
| " | Kingston. |
| " | Sydenham. |
| Glengarry | Dunvegan. |
| " | Lancaster. |
| " | Maxville. |
| " | Williamstown. |
| Grenville | Cardinal. |
| " | Easton's Corners. |
| " | Kemptville. |
| " | Merrickville. |
| " | Prescott. |
| Grey | Badjeros. |
| " | Chatsworth. |
| " | Clarksburg. |
| " | Durham. |
| " | Dundalk. |
| " | Holstein. |
| " | Kemble. |
| " | Hanover. |
| " | Lake Charles. |
| " | Markdale. |
| " | Meaford. |
| " | Owen Sound. |
| " | Singhampton. |
| " | Thornbury. |
| Haliburton | Haliburton. |
| " | Minden. |
| Haldimand | Caledonia. |
| " | Canfield. |
| " | Cayuga. |
| " | Cheapside. |
| " | Dunnville. |
| " | Hagersville. |
| " | Jarvis. |
| " | Nanticoke. |
| " | Victoria (Caledonia). |
| Halton | Acton. |
| " | Burlington. |
| " | Georgetown. |
| " | Milton. |
| " | Oakville. |
| Hastings | Belleville. |
| " | Deseronto. |

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Continued

| Counties and Districts | Cities, Towns and Villages |
|---|---|
| Hastings | Frankford. |
| " | Madoc. |
| " | Stirling. |
| " | Trenton. |
| " | Tweed. |
| Huron | Auburn. |
| " | Brucefield. |
| " | Blyth. |
| " | Brussels. |
| " | Clinton. |
| " | Dungannon. |
| " | Ethel. |
| " | Exeter. |
| " | Goderich. |
| " | Gorrie. |
| " | Hensall. |
| " | Seaforth. |
| " | St. Helen's. |
| " | Walton. |
| " | Wingham. |
| " | Wroxeter. |
| Kenora | Dryden. |
| " | Kenora. |
| Kent | Blenheim. |
| " | Bothwell. |
| " | Chatham. |
| " | Duart. |
| " | Tilbury. |
| " | Ridgetown. |
| " | Romney. |
| " | Thamesville. |
| " | Wallaceburg. |
| Lambton | Arkona. |
| " | Alvinston. |
| " | Brigden. |
| " | Bunyan. |
| " | Camlachie. |
| " | Copleston. |
| " | Forest. |
| " | Inwood. |
| " | Oil Springs. |
| " | Point Edward. |
| " | Sarnia. |
| " | Shetland. |
| " | Thedford. |
| " | Watford. |
| " | Wyoming. |
| Lanark | Almonte. |
| " | Carleton Place. |
| " | Dalhousie (McDonald's Corners P.O.) |
| " | Elphin. |
| " | Lanark. |
| " | Middleville. |
| " | Pakenham. |
| " | Perth. |
| " | Smith's Falls. |
| Leeds | Brockville. |
| " | Delta. |
| " | Gananoque. |
| " | Lyn. |
| Leeds | Mallorytown. |
| " | Westport. |
| " | Camden East. |
| Lennox & Adding'n. | Odessa. |
| " " | Bath. |
| " " | Napanee. |
| " " | Napanee Mills (Strathcona P.O.) |
| " " | Newburgh. |
| Lincoln | Abingdon. |
| " | Beamsville. |
| " | Grantham (St. Catharines P.O.) |
| " | Merritton. |
| " | Grimsby. |
| " | Niagara. |
| " | Smithville. |
| " | St. Catharines. |
| Manitoulin | Cockburn Island. |
| " | Gore Bay. |
| " | Little Current. |
| Middlesex | Ailsa Craig. |
| " | Belmont. |
| " | Coldstream. |
| " | Dorchester. |
| " | Glanworth (New). |
| " | Glencoe. |
| " | Harrietsville (New). |
| " | Komoka. |
| " | London. |
| " | Melbourne. |
| " | Mt. Brydges. |
| " | Napier (New). |
| " | Newbury. |
| " | Parkhill. |
| " | Strathroy. |
| " | Wardsville. |
| Muskoka | Bracebridge. |
| " | Baysville. |
| " | Gravenhurst. |
| " | Huntsville. |
| " | Port Carling. |
| Nipissing | Haileybury. |
| " | Hillview. |
| " | New Liskeard. |
| " | North Bay. |
| Norfolk | Bloomsburg. |
| " | Delhi. |
| " | Port Dover. |
| " | Port Rowan. |
| " | Simcoe. |
| " | Waterford. |
| Northumberland | Brighton. |
| " | Campbellford. |
| " | Cobourg. |
| " | Colborne. |
| " | Gore's Landing. |
| " | Grafton. |
| " | Warkworth. |
| Ontario | Beaverton. |
| " | Brooklin. |

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Continued

| Counties and Districts | Cities, Towns and Villages |
|---|---|
| Ontario | Cannington. |
| " | Claremont. |
| " | Oshawa. |
| " | Pickering. |
| " | Port Perry. |
| " | Sunderland. |
| " | Uxbridge. |
| " | Whitby. |
| Oxford | Beachville. |
| " | Brownsville. |
| " | Burgessville. |
| " | Drumbo. |
| " | Embro. |
| " | Harrington. |
| " | Ingersoll. |
| " | Kintore. |
| " | Plattsville. |
| " | Norwich. |
| " | Otterville. |
| " | Princeton. |
| " | Tavistock. |
| " | Tillsonburg. |
| " | Thamesford. |
| " | Woodstock. |
| Parry Sound | Burk's Falls. |
| " | Depot Harbour. |
| " | Parry Sound. |
| " | South River. |
| " | Trout Creek. |
| Peel | Alton. |
| " | Belfountain. |
| " | Bolton. |
| " | Brampton. |
| " | Caledon. |
| " | Claude. |
| " | Inglewood. |
| " | Mono Road. |
| " | Mono Mills. |
| " | Port Credit. |
| " | Streetsville. |
| Perth | Atwood. |
| " | Fullarton. |
| " | Listowel. |
| " | Milverton. |
| " | Monkton. |
| " | Mitchell. |
| " | Shakespeare. |
| " | St. Mary's. |
| " | Stratford. |
| Peterborough | Hastings. |
| " | Lakefield. |
| " | Norwood. |
| " | Peterborough. |
| Prescott | Vankleek Hill. |
| Prince Edward | Picton. |
| Rainy River | Fort Frances. |
| " | Rainy River (New). |
| Renfrew | Admaston. |
| " | Arnprior. |
| " | Forester's Falls. |
| Renfrew | Pembroke. |
| " | Renfrew. |
| " | White Lake. |
| Russell | Russell. |
| Stormont | Cornwall. |
| " | Newington. |
| Simcoe | Alliston. |
| " | Angus. |
| " | Barrie. |
| " | Beeton. |
| " | Bradford. |
| " | Coldwater. |
| " | Collingwood. |
| " | Cookstown. |
| " | Creemore. |
| " | Elmvale. |
| " | Hillsdale. |
| " | Lefroy. |
| " | Midland. |
| " | Orillia. |
| " | Penetanguishene |
| " | Stayner. |
| " | Tottenham. |
| Sudbury | Copper Cliff. |
| " | Sudbury (New). |
| " | Victoria Mines. |
| Thunder Bay | Fort William. |
| " " | Port Arthur. |
| Victoria | Bobcaygeon. |
| " | Cambray. |
| " | Fenelon Falls. |
| " | Kinmount. |
| " | Kirkfield. |
| " | Little Britain. |
| " | Lindsay. |
| " | Manilla. |
| " | Norland. |
| " | Oakwood. |
| " | Omemee. |
| " | Victoria Road. |
| Waterloo | Woodville. |
| " | Ayr. |
| " | Berlin. |
| " | Elmira. |
| " | Galt. |
| " | Hawkesville. |
| " | Hespeler. |
| " | Linwood. (New.) |
| " | New Dundee. |
| " | New Hamburg. |
| " | Preston. |
| " | Waterloo. |
| " | Wellesley. |
| Welland | Bridgeburg. |
| " | Fonthill. |
| " | Fort Erie. |
| " | Niagara Falls. |
| " | Port Colborne. |
| " | Ridgeway. |
| " | Stevensville. |

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Concluded

| Counties and Districts | Cities, Towns and Villages |
|---|---|
| Welland | Thorold. |
| " | Welland. |
| Wellington | Alma. |
| " | Arthur. |
| " | Belwood. |
| " | Clifford. |
| " | Drayton. |
| " | Elora. |
| " | Erin. |
| " | Ennotville. |
| " | Fergus. |
| " | Guelph. |
| " | Harriston. |
| " | Morriston. |
| " | Mount Forest. |
| " | Palmerston. |
| " | Rockwood. |
| " | Speedside. |
| Wentworth | Dundas. |
| " | Hamilton. |
| " | Millgrove. |
| " | Lynden. |
| " | Saltfleet (Stony Creek P.O.) |
| " | Waterdown. |
| York | Aurora. |
| " | *Bracondale. |
| " | Don. |
| " | Highland Creek. |
| York | Islington. |
| " | Maple. |
| " | Markham. |
| " | Mount Albert. |
| " | Newmarket. |
| " | North Toronto. |
| " | Queensville. |
| " | Richmond Hill. |
| " | Runnymede. |
| " | Scarboro'. |
| " | Stouffville. |
| " | Sutton, W. |
| " | Toronto. |
| " | Unionville. |
| " | Weston. |
| " | Woodbridge. |

The above list may be classified as follows:—

| | |
|---|---|
| Free Libraries reporting | 136 |
| Association Libraries reporting | 228 |
| Free Libraries not reporting | 1 |
| Association Libraries not reporting | 24 |
| Public Libraries incorporated since 1st December, 1911 | 6 |
| Totals | 395 |

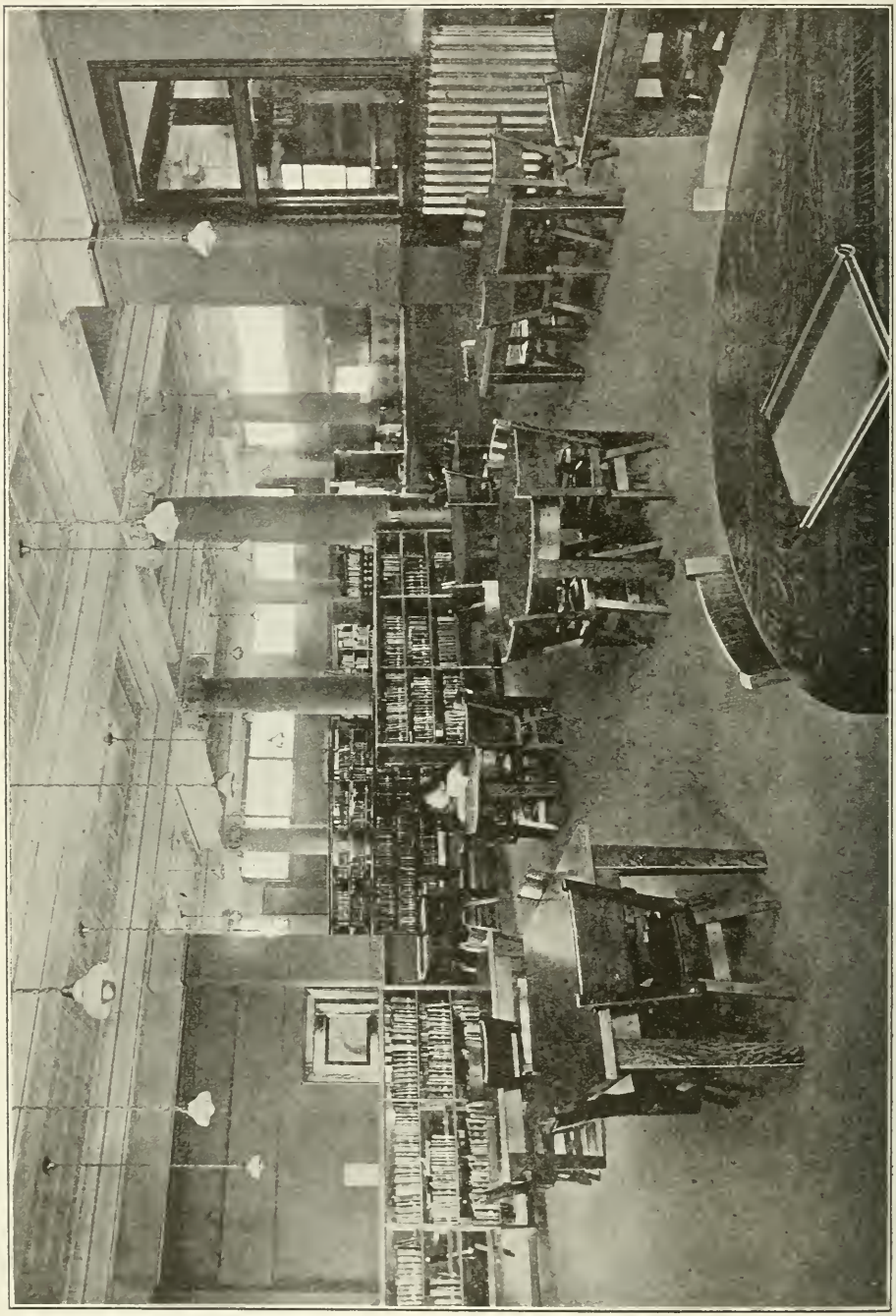
### Toronto Branch Libraries

There were in 1912 Ten Libraries under the control of the Toronto Public Library Board, the Reference Library on College and St. George Streets being the Central Library. The following are the Nine Branches: (1) Church Street, (2) Deer Park, (3) Dovercourt, (4) Municipal Reference (City Hall), (5) Queen and Lisgar, (6) Riverdale, (7) Western, (8) Wychwood, (9) Yorkville. With an approximate city population of 430,000 in 1912. This means one library for every 43,000 persons.

## ANNUAL COUNTY GRANTS

At the Georgian Library Institute, held at Orillia August 2nd, 1912, the following resolution was adopted:

"Resolved, that the Legislature be asked to pass such legislation as will make it compulsory for a County Council to pay annually to each library in the county a sum equal to 50 per cent. of the Legislative grant and a further sum of at least 25 per cent. of the amount raised locally; no grant, however, being more than $50 a year to any library."



**Fort William Public Library**
Children's Department and Reading Room

## OUR LIBRARY SITUATION

### Review of the work of the Libraries branch of the Department of Education, for the year 1911-1912

Address delivered by W. R. Nursey, the Inspector of Public Libraries, at the twelfth annual meeting of the Ontario Library Association, Reference Library, Toronto, April 8th, 1912:—

Mr. President and Members of the Ontario Library Association,—To-day, as my remarks will consist largely of figures not readily remembered or marshalled, I have reduced my address to type.

Let me preface this epitome of the annual acts of the Inspector of Public Libraries, his acts of commission—leaving you to suggest those things which he ought to have done, or to indicate those things, which from your standpoint you think he should not have done—by reminding you that I occupy the not altogether comfortable position of a "buffer;" a buffer between the Public Libraries Act, and the more or less clamorous and sometimes not easily satisfied outside library world. While I have no necessity for seeking shelter behind definitions it is well to remember that there are two kinds of "buffers."

This self-baptism of epithet is in no sense imposed with the view of suggesting an escape from responsibility, but rather to remind you that in every loyal attempt to administer the provisions of a statute, the referee's path is not always strewn with roses. There are difficulties that must, and do arise over vexed interpretations of law. Upon this latter rests the entire fabric of the library system of Ontario in so far as legislative control is concerned.

But without differences of opinion, what would the library world be? It is profitable sometimes to agree to disagree, providing we are not too "pernickety," allowing the other fellow to know something. But it is not the work of any *one* official, however, but rather of that branch of a sympathetic Department whose liberal consideration of your needs I now recite. While with an impartial mind I am always ready to listen, even to the plaint of the malcontent, I think you will admit that I also strive to listen to the call of duty. After all, an occasional treading upon each others' toes makes us sit up. We none of us hold an exclusive copyright on knowledge. The wisest of us—if any one is wiser than another—is only an amateur in the great game of library science—all of us have much to learn.

Let us shake hands.

It is encouraging to a soldier on parade to face a concourse. A battalion of critics is far more inspiring than an empty barrack-square. So to-day I am greatly encouraged, as we all must be, by the attendance at this meeting, for no matter how vitally interested every one present may be in the praiseworthy work that has again brought us together, the difficulties, and inconveniences, indeed in many instances the self-sacrifice, involved in being here, if we only knew the obstacles that have had to be met and overcome by many, emphasize the creation of a new and rapidly spreading interest in library work that has taken possession of the more intelligent classes in this province. Especially gratifying is the fact that so many ladies are with us. Women workers. Members of the rank and file, commissioned and non-commissioned, not mere book-worms, but book propagandists, young recruits, and wise veterans, whose presence indicates and accents the high character of the campaign in which we are engaged, each learning from the other, and to mutual advantage, what one or other never knew before. Better equipped upon their return to spread the gospel of our professions. Truly a goodly

fellowship are these lady exploiters of delectable literature. Of a certainty, no library executive is complete, unless it has one or more qualified women members on its Board of Trustees. In the State of Indiana the law insists that not less than three women must be members of a library. Happy Indiana!

My annual report for 1911—copies of which have been placed in your hands this morning—through a misunderstanding was cut down, many pages of important matter being deleted.

The story of the work of the Inspector's branch for the past year (1911) constitutes a more encouraging chronicle of library development than has, I believe, been possible for any previous Inspector to prepare. For this I claim no personal credit, for I am chiefly a recorder of facts consequent upon the persistent efforts pursued by my predecessors in office, the cumulative results of whose labours it has been my good fortune to amplify.

### Government Appropriations and Aid

In pursuance of his promises the Minister of Education—in addition to the ordinary annual grants paid to Public Libraries—either disbursed in 1911, or provided in the estimates of 1912, the following grants on account of Library extension.

1. An extra payment of $1,000, which last year was divided among 63 of the most deserving and needy of the struggling rural libraries.

2. A sum of $2,000 to meet increased expenditure on account of Library Institutes.

3. A sum of $900 in 1911 and $1,200 in 1912 for holding the first Library Schools ever held in Ontario.

4. A sum of $900 for the defrayal in part of the expense of Librarians and others invited to attend the annual Conference of the members of the American Library Association to be held in Ottawa in June.

5. The Minister has also doubled for the second time the legislative grant annually paid to your own Association, and in addition to this latter cash grant, also

6. Prints the annual reports of your proceedings and Easter meetings as prepared by your Secretary, Mr. E. A. Hardy.

7. He defrays the necessary expenses of the Secretaries of the several district Library Institutes who meet by invitation of the Department in this building, Tuesday (to-morrow) afternoon.

8. The Annual Report of your special committee on Public Library Institutes, copies of which have been distributed in the hall to-day, is also printed at the expense of the Department of Education.

9. In still further addition to the various liberal payments as enumerated, the Department pays the entire cost of editing, printing, and circulating the Quarterly "Selected List of Books" prepared under the control of a special committee of your Association, an edition of 1,500 copies of each issue being mailed from the office of the Inspector.

10. The printing of the programmes for the 14 Library Institutes, together with the necessary postages on all the printed publications previously referred to when circulated through the Inspector's Office are also paid for by the Department of Education.

In view of these singularly liberal cash grants and other expenditures in behalf of public library advancement the carping of a few uninformed critics—the old parrot-cry that the aid extended by the legislature is far from being commen-

surate—has little justification. Is it not conceivable that at least some of this criticism is due to the fact that no steps have been taken by the objectors to ascertain the exact condition of things. False conclusions have been reached. Habitual business perusal of the Inspector's annual report and of the regular official publications of the Department and those of your own Association, would in most cases enable the uninformed to properly appraise the nature and actual value of the assistance extended by the Government.

I pause here to ask what corresponding assistance are some Municipal authorities, some library boards, some rural communities, and some interested individuals, themselves doing to supplement and sustain the work conducted by the Department of Education, and the splendid efforts of your own Association?

11. Again, in respect to Travelling Libraries, $3,000 has once more been placed in the estimates for the purchase of books and equipment. Of this the sum of $1,000 has again been set aside for the special purpose of buying technical publications for the exclusive use of the artisans and manual workers in the smaller centres of industries, free of cost.

12. The salary and expenses of an instructor, as you must surely now know, are also paid by the Department for teaching the librarians of the smaller libraries and installing the Dewey Decimal System of Classification and Cataloguing. In addition to this every library can also be refunded 50 per cent. upon what it may expend on necessary material for this purpose.

Thorough examination of the records of the Department has disclosed the fact that never before have Libraries and Library workers been so freely subsidized and assisted, the Minister of Education in almost every case brought before him having acted upon the suggestions submitted by your executive or upon the recommendations of the Inspector.

13. As to the annual grants to almost all those Public Libraries, Free and Association, qualifying under the provisions of the Public Libraries Act, they are yearly earning an increasing subsidy in spite of the regulation limiting the grant on fiction. The increase in book accessions by the Public Libraries as shown by the reports rendered in 1911, amounted to 110,727 volumes in excess of the books reported in 1910, and this after due allowance has been made for annual depreciation placed by some libraries at 10 per cent. These accessions are also exclusive of the books of four libraries burned out, and of the 30 libraries that will probably be closed in 1912, which latter contain some 40,000 volumes.

14. Arrangements have also been made by which it will be possible in the future to defray the out-of-pocket expenses of members of the Executive of the Institute districts, who, by prior arrangement with the Inspector, could visit certain struggling libraries within their own precincts. By definite pre-arranged co-operation with the Department through the Inspector, these willing coadjutors could contribute information that should be of service in summing up the exact position of any local library on the down grade.

15. The Minister has also under consideration a general recommendation of the Inspector for a wider interpretation of the word "fiction," so that greater latitude might make an increased grant on non-fiction possible.

I have discovered that many Library Boards in the country have long laboured under the misapprehension that Juvenile books, whether fiction or non-fiction, were treated—in respect of classification—on the 50 per cent. and 45 per cent. basis respectively, in precisely the same way as are both classes of books in the case of adults. On the contrary, though fiction and non-fiction in the case of

juveniles must be kept distinct in the invoices, and shown separately on the front page of the annual reports, juvenile books of fiction, when it comes to the apportionment of the annual grants are treated by the Department as *non-fiction.* Instead, therefore, of the 45 per cent. of 50 per cent., the regular allowance as in the case of adult fiction, *juvenile fiction is always treated as non-fiction* and as such is allowed the full 50 per cent. on the dollar—provided that this privilege is not abused by purchasing books of fiction exclusively. This means in the final summing up that in place of say 31 per cent. the apparent maximum proportion on *all* fiction, the proportion actually paid on account of fiction as a whole is nearer 40 per cent. of the total legislative Grant than the 31 per cent. hitherto improperly recognized as the maximum. This means an additional thousand dollars or more yearly distributed among the smaller libraries, a fact not hitherto realized. While this, of course, does not cause a ripple of concern in the case of the larger libraries which regularly earn the fixed maximum annual grant of $260 in all, it is a concession that substantially affects the struggling library. Hence this "extra" should be taken into strict business consideration by the critics when referring to the smallness of the grant on "fiction."

In explanation of the procedure followed by apportioning the legislative grant, I invite you to read the article on Annual Grants, pages 505-6-7, in my printed report for 1911. This was written especially for the information of library officials who have advised me of the difficulty they have experienced in understanding those sections of the Public Libraries Act of 1909 that govern the distribution of this appropriation.

### Educational Library

16. I have yet to draw your attention to the classifying and cataloguing of the Educational Library of the Department started in consequence of my special report to the Minister in 1910, and to inform you that this most important work is nearing its conclusion. This admirable library for educational reference will become of permanent special benefit to the students of the Toronto Normal School, among whom there are many aspiring to become library workers. This, again, is another contribution to the great movement of library extension—a forward movement of much significance—the expense of which is also borne by the Provincial Government.

### Branch Libraries

17. I should further state that the principles of assisting branch libraries—which I have always advocated—has through the representation of the Inspector and members of the Toronto Public Library Board received the closest consideration of the Minister, and equitable assistance will, there is little doubt, be extended during the year to subsidiary libraries located in the larger centres and which upon investigation are shown to be entitled to participate. Where an amendment to the Libraries Act is contemplated, would it not be well if the Legal Committee of your Association took the matter in hand instead of allowing the initiative to be taken without the concerted action of the members of this Committee of your Association?

### Work of Department

18. I am sure you will also share with me a feeling of relief when I announce that provision has been made to secure expert assistance for the inspector. Competent assistance will permit more general library inspection, and give me the opportunity to work out some of the greater library problems which confront and concern all of us daily and deeply.

This Province of Ontario, as many of you are aware, contributes more in hard cash in the promotion of library work, having due regard to area and population than does any state of the United States to-day. While the maximum grant to any library in New York State is $100, the maximum in Ontario is $260. While New York State has but one public library for every 25,000 of its population, Ontario provides a library for every 7,000 of its people. England has but one rate supported library for every 200,000 of its population.

Before leaving this feature of my address, let me quote the printed words of your outgoing President, Mr. Lawrence Burpee, a gentleman whose long connection with library matters in Ontario and whose ripe experience entitles his opinions to great respect. In an address on Library Co-operation delivered at the Eastern Library Institute at Ottawa, in October last, Mr. Burpee referred to the work of the Department of Education in part as follows: "That true library movement, the awakening of the library spirit in this province, is a very recent development. Other communities have had to fight tooth and nail for the possession of every step that led up to broad, co-operative achievement; we, on the other hand, have been met much more than half-way. Indeed, it is almost a question if too much has not been done for us and too little for us to do."

After paying a tribute to the work of the Inspector and the sympathetic interest taken by the Minister and Deputy Minister of Education, Mr. Burpee continued: "We can probably count on the active support of the Minister and Deputy Minister in behalf of any reasonable request we may make, provided we justify their confidence by making a proper use of the advantages already secured. . . . . Again, we have a carefully worked out provincial Library Act under which and the regulations of the Department the Inspector has been vested with wide powers, powers which place within reach of the Library workers of the Province splendid opportunities of growth and co-operation. . . . . This recognition of the corporate library interests of the Province is itself not the least significant evidence of the Government's sympathetic attitude. . . . Every consideration . . . . demands that you should avail yourselves to the fullest possible extent of these splendid opportunities."

### Public Libraries

Having outlined what the Department has actually done, bear with me a minute while I briefly give you the results of our last year's efforts and the library conditions in Ontario which face us to-day. In 1911 of 417 libraries actually on the register, only 355 reported. Of the 62 not reporting 4 were free and 58 Association. Subsequent to the completion and printing of the statistics for my annual report for 1911 eight new libraries were organized and two libraries that had been closed up were re-established. Practically 10 new libraries made their public debut in 1911. Created under the present more stringent regulations these should remain permanent institutions. The book accessions of the 355 libraries reporting in 1911 as against the 361 libraries reporting in 1910 actually show an increase of 110,727 volumes: and this increase notwithstanding there were six libraries *less*. The total increase in circulation, however, was only 68,894, or 3,306,392 in 1910 as against 3,375,286 in 1911. The total number of books in the 355 libraries reporting in 1911 was 1,344,631 as against a total of 1,336,603 in 361 libraries reporting in 1910. In other words though there were six fewer libraries in 1911 than in 1910 there was an increase of 8,028 in books accessioned and of 68,894 in volumes circulated. The love of books and of reading in this province is evidently on the increase.

Of the 355 libraries reporting in 1911, 60 per cent. or 213 were *urban*, that is situated in cities with a population of say 15,000, and in towns of from 2,000 up to 15,000 and in villages with from 750 up to 2,000; of these libraries 18 are in cities, 97 in towns, and 98 in villages. These latter groups contain 424,506; 433,905 and 271,306 volumes respectively. The total population of these places is 1,211,786 or 93 per cent. of the urban and rural library population combined. There was one urban library for every 5,689 of urban population and 933 books for every 1,000 persons—a fraction less than one book for every individual. The circulation of these 1,129,717 books was 3,160,908, each book circulating nearly three times or 2½ per capita. The total library population of the 142 *rural* libraries—that is the approximate population served, was 94,979 or 7 per cent. of the urban and rural population combined. These *rural* libraries contained 214,914 books or 16 per cent. of all books in all libraries. There was one library for every 6,677 of the rural (library) population, and for every thousand of this population there were 2,267 books or 2½ for every person, showing that in proportion to population, though the urban places are provided with a greater number of libraries, the strictly rural population had 2½ times as many books, but with a total circulation of 1-10 less: showing again that while the rural population has proportionately the greater love for books, the hours of leisure are fewer. In the case of villages having a maximum population of 2,000, as in the State of New York and in the Province of Ontario it is interesting to note that the number of books per capita in the village libraries in both districts is almost exactly the same, namely, about 2¾.

To-day among the smaller libraries in the Province we have 175 serving a population of less than 1,000: we have 52 with less than 1,000 books and 64 with less than 1,000 of a circulation.

It is among some of these smaller libraries that the greater mortality exists. A forecast made on Saturday last indicated that nearly 30 of the libraries on the register would automatically disappear from the list—many of them willingly. This will probably represent the final weeding out. The library that has refused to listen to entreaty and turned a deaf ear to reiterated appeal will now if it still declines to make an effort to comply with the statute be given no further extension of time. Travelling libraries will have to meet the reading demand. Up to to-day 43 libraries have not sent in their reports for 1911: most of them, however, will.

Much time and labour was devoted last year in ascertaining the exact condition of every library in the Province. The history of these for years past is now on file in my office, an invaluable record.

### Books in Libraries Closed

Steps are now being taken to recover and assemble the 70,000 locked up and idle books in the 80 libraries closed for non-compliance with the Act between the years 1905 and 1910 inclusive. A list of these will be found on pages 511 and 512 of my 1911 report. There are many obvious ways of utilizing these mute appellants to our sympathy: (1) By out and out donations to struggling libraries of some. (2) By accession to our travelling libraries of others, and (3) By the establishment of district depots—County or Township—for their free distribution and circulation. Suggestions are invited. The library that is not kept open or has not reported for two years actually commits suicide. The Minister may take possession of all its books.

### Travelling Libraries

The travelling library system in Ontario rivals Jonah's gourd in respect to rapid development. In 1901 only eight libraries were circulated; last year 243 cut loose from their moorings and bore the flag of instruction and entertainment into every corner of the Province, a gain over the year previous of 74 libraries. To-day we have nearly 14,000 books on the wing. We have gained in one year five points in the Continental race. Last year we stood fourteen from the top; to-day we are only nine points from the height of our ambition, namely, to head the list of the 29 States in the United States that have adopted the system. To-day we lead 20 of them and are hot-foot after Wisconsin, over the destinies of whose travelling library system your honoured guest and speaker of to-morrow, Miss Stearns, so admirably presides. The State of New York employs 17 assistants to administer 90,000 travelling library books, or one man for every 3,000. We in Ontario have only one assistant for over 13,000 books: he also runs the crematory and binds and repairs the derelicts. The room where this work is carried on has been named by outsiders "The Beehive." The cow-catcher of the locomotive may be the advance guard of colonization, but it is the travelling library that is the civilizer that reconciles the pioneer to the isolation of the outposts.

### Summer School

Our Summer School of last year with its hopes and fears, reverses and victories, the work of which Miss Dunham has so aptly and graphically described to you to-day, but with the natural, personal reticence of an instructor in charge, was for a first event an unqualified success. It was suggested by some it would have been better under the control of the Faculty of Toronto University with a man librarian at the wheel—a Dean with all the insignia that attaches to such an office. This view, however, was not shared by the Minister, who, following the example of the State of New York placed the school under the Department. It was thought that if openly linked with any University such alliance would have tended to deter the class of workers whose interests we primarily had in mind and were especially desirous of encouraging, namely, the labourers in the smaller urban centres and rural places. To some of these the faintest whisper of the word "University" might have proved a disturbing element. It was realized that the Toronto and London libraries had library schools of their own; the Minister of Education had the welfare of the less fortunate library workers in mind, who had no such facilities within reach and were patiently waiting the opportunity to obtain a knowledge of library essentials of a nature that would be of practical service to them and applicable to the wants of their own smaller libraries, which represent 90 per cent. of the libraries of the Province. There were doubtless features susceptible of improvement, but under Miss Dunham's capable direction it proved a complete success.

### Library Institutes

Two new library Institutes were created in 1911. At Fort William and North Bay at both of which your Secretary and myself were present. The Province is now divided into 14 districts; the value and influence of these Institutes can hardly be over-estimated. At the opening of some of these, however, no member of your own Executive has been present, and the work of direction has fallen on myself. In two instances no minutes were taken of the proceedings. Unless all district secretaries are prepared to carry out their official responsibilities, they

should be replaced by others. Much inconvenience also has resulted through non-attendance of speakers after agreeing to be present. I intend recommending that Library Boards that have neglected for two years to send a delegate to a District Institute be penalized under section 26, sub-section 2, Public Libraries Act.

### Fiction

It is my intention to recommend to the Minister that a regulation be passed dividing works of fiction into two classes, "Standard" and "Ordinary"; the works of authors who may be listed in the first class to be recognized and treated as non-fiction when apportioning the annual grants. I shall welcome suggestions.

### Selected List of Books

The Quarterly Selected List of Books prepared under the supervision of a committee of your Association and edited by your Secretary, is growing rapidly in importance. The Superintendent of Education regularly uses 500 copies for distribution among High and Continuation schools. A surprising demand for copies has been established in the United States and from Great Britain and even from the Continent orders are dropping in with letters of appreciation.

### Story of Tecumseh

"The Story of Tecumseh," a companion book to "Brock," and the second volume of the "Canadian Heroes" series, written by your associate, Mr. Norman Gurd, has scored a distinct success. It has met with a most encouraging reception both by press and public, due to Mr. Gurd's ability to handle so difficult a subject and to his general popularity.

### Mr. Lawrence Burpee

You will, I am sure, share with me my sincere regret in the loss the Library world has sustained in the retirement of Mr. Lawrence Burpee from the librarianship of the Ottawa Library and his official withdrawal from active library work for duties, if of greater prominence, certainly of not greater importance. It is a cruel stroke of fate that deprives us of the services of a man of such high library attainments as Mr. Burpee.

In closing, let me emphasize my earnest desire to continue to co-operate with the members of your Association in their exemplary efforts to extend and elevate the scope of library endeavour, assuring you that my own work, however much it may fall short of the ideal is at least inspired by great sincerity of purpose.

**Group of some of the Staff and Students, Second Session, Summer Library School, 1912**

From left to right, Top Row—Mrs. E. M. Wisler, Miss J. M. Williams, Miss Lawlor, Miss S. J. Lemon, Miss K. Holmden, Miss M. A. Ellis, Miss J. Geary, Miss M. P. Faulds, Miss M. L. Dingle, Inspector W. R. Nursey, Miss E. M. Underhill, Miss M. C. De la Fosse. Second Row—Miss A. Beatty, Miss E. Holmes, Miss H. Young, Miss B. M. Dunham, Miss P. Spereman, Mrs. J. S. Wink. Sitting—Miss M. I. Oliver, Miss H. Norwich, Miss R. Harkness, Miss B. E. Leggatt, Miss L. Dales.

## SUMMER SCHOOL FOR LIBRARIANS

The Minister of Education having recommended and obtained from the Legislature an appropriation for the purpose of holding another session of the Summer Library School, the first of which held in 1911 had proved so successful, the second session was held May 27th to June 22nd, 1912. The Prospectus follows:—

### Summer Library School

**at the Library Building, University of Toronto, Queen's Park**

### SECOND SESSION

**Monday, May 27, to Saturday, June 22, 1912**

The Minister of Education has authorized the holding of another Session of the Summer School for Librarians. The School this year will be held in the Library Building, Women's Reading Room, University of Toronto, Queen's Park, which, through the courtesy of the University authorities, has been placed at the disposal of the Department. The School will be opened the 27th of May, 1912. The Session will occupy four weeks.

The success of the first School held in June-July, 1911, proved of such practical benefit to those attending, and was so much appreciated, that the Minister decided that one more opportunity at least should be extended to those anxious to better equip themselves for library work, the applications of many of whom last year, owing largely to the fact that more candidates applied than satisfactory instruction and supervision could be provided for, could not be entertained.

While the School was intended primarily to raise the standard of librarianship by instruction in library essentials, and thus improve the status generally of the library workers in the province, its particular purpose was to extend educational facilities to librarians, assistant librarians, or volunteer librarians of the rural Association Libraries and Free Libraries in the smaller cities and towns, in which places, unlike such centres as Toronto, Ottawa, London, etc., no local classes for library workers have been established.

The course of study has been planned to include the fundamental principles of library work in all its branches, but on practical, rather than on theoretical, lines, hoping to meet the interests and needs of the average library, which class constitutes over eighty per cent. of all the libraries of the province, and the administration and requirements of which do not entirely correspond with those of the urban libraries in the larger centres. This course of instruction, though short, will, it is hoped, be of such a practical nature that students should carry home an insight into the requirements, both in principle and practice, of their own local library. Instruction will be based upon the assumption that the student has but limited experience or knowledge of library essentials. It is possible that in the future, to meet developing demands, a longer course embracing a wider sphere of tuition, will be instituted.

In brief, the School is intended to meet, first, the needs of those desirous of undertaking an elementary course—a fundamental knowledge of library economy and methods—the practice work for which purpose should be applicable to the conditions of the daily life of the average library, qualifying the progressive student for the charge of a small library; secondly, to offer a short course of training for others educationally more advanced and who desire to study the larger problems of library science, or to become more proficient in some special branch of work. This year no fixed rule in respect to educational qualification will be imposed. There will be no entrance examination, but candidates are supposed to have received an education equivalent to a High School course.

The course includes instruction in literature, library methods and administration—that is, the business routine and records of a well-conducted library—book-selection, cataloguing, classification—according to the Dewey Decimal System—accessioning, reference work, book-binding, children's work, charging systems, fines and accounts, the Public Libraries Act, rules and regulations, and the travelling library system. In addition, courses of lectures on related subjects and professional topics will be provided of an educational and inspiring nature.

There is no entrance or other fee required. All necessary books and supplies for use during the Session are provided by the Department of Education free of charge, and to those students resident in Ontario either engaged in library work or desirous of taking up the work as a profession and whose applications are accepted, transportation expenses to and from the place of residence to Toronto will be paid by the Department of Education.

Miss B. Mabel Dunham, B.A., Librarian, Berlin, Ontario, will be Instructor-in-Charge, under the direction of the Inspector of Public Libraries. Students whose applications have been accepted are expected to meet the Instructor-in-Charge at the Library Building, Toronto University, at 9 a.m. sharp, Monday, May 27th, for registration and receiving general instructions. As time is limited, those who have not already applied for admittance should immediately forward their applications addressed to the Inspector of Public Libraries, Department of Education, St. James' Square, Toronto, from whom further particulars can be obtained. The order in which applications are received does not affect the applicant's chance of admission.

An examination will be held at the close of the Session, when certificates will be granted to those who have complied with the requirements.

WALTER R. NURSEY,
*Inspector of Public Libraries.*

Toronto, May 1st, 1912.

The services of Miss Dunham, who had with much credit, conducted last year's school were again utilized as Instructor in charge. She was assisted by Miss P. Spereman the official cataloguer of the Department.

Classes in classification and practice work were conducted by Miss Hester Young, B.A., the experienced cataloguer of the Toronto University Library, while to Miss Bessie Staton, children's librarian of the Toronto Public Library, who had made such a success of the same branch last year was again allotted the Children's Work.

Professor Horning, of Victoria University, repeated in part his most instructive series of lectures on Literature.

The educational quality of the lectures provided left nothing to be desired.

Hon. Dr. Pyne, Minister of Education, addressed the students, extending a warm welcome, outlining the purpose he had in view in establishing the school, and urging the class to profit in every possible way by the opportunity for practical instruction presented, as being a "Summer School," the course necessarily could not exceed in duration a few short weeks.

*Instructors:—*

1. Miss B. Mabel Dunham, B.A., Librarian, Berlin Public Library, Instructor-in-Charge.—Cataloguing and Book Numbers, Library Economy, and Reference.
2. Miss Patricia Spereman, Classifier and Cataloguer of Department of Education—Assisting Miss Dunham.
3. Miss Hester Young, B.A., Chief Cataloguer, University of Toronto Library.—Classification and Practice Work.
4. Miss B. M. Staton, Children's Librarian, Toronto Public Library.—Children's Work.
5. Mr. R. J. Hamilton, University of Toronto Press.—Bookbinding and Repairing.

*Lecturers on Special Topics:—*

6. Hon. R. A. Pyne, M.D., LL.D., Minister of Education.—Address.
7. Prof. L. E. Horning, B.A., Ph.D., Professor of Teutonic Philology, Victoria University.—History of Literature.
8. Charles H. Gould, Librarian, University of McGill, Montreal.—Readers and Library Training.
9. Dr. E. A. Hardy, B.A., Secretary, Ontario Library Association.—Library History and Buildings.
10. W. O. Carson, Librarian, London Public Library.—Qualifications of the Professional Library Worker.
11. E. S. Caswell, Assistant Librarian, Toronto Public Library.—Book Purchasing.
12. Walter R. Nursey, Inspector of Public Libraries.—Library Law, Travelling Libraries, Etc.

## DEPARTMENT OF EDUCATION

### Summer Library School

### First week, commencing May the 27th, 1912

| Time | Monday, May 27 | Tuesday, May 28 | Wednesday, May 29 | Thursday, May 30 | Friday, May 31 |
|---|---|---|---|---|---|
| a.m. | | | | | |
| 9–10.... | Opening. | Literature—Dr. Horning. | Literature—Dr. Horning. | Literature—Dr. Horning | Literature—Dr. Horning. |
| 10–11.... | do | Cataloguing—Miss Dunham. | Classification—Miss Young. | Cataloguing—Miss Dunham. | Classification—Miss Young. |
| 11–12.... | Literature—Miss Young. | Practice—Miss Dunham. | Practice—Miss Young. | Practice—Miss Dunham. | Practice—Miss Young. |
| p.m. | | | | | |
| 2–3 .... | Classification—Miss Young. | Reference—Miss Dunham. | Reference—Miss Dunham. | Reference—Miss Dunham. | Reference—Miss Dunham. |
| 3–4 .... | Reference—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. |
| | ..... | Practice—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. |

Saturday, June 1

| | | | | | |
|---|---|---|---|---|---|
| a.m. | | | | | |
| 9–10.... | Literature—Dr. Horning. | 11–12.... | Practice—Miss Dunham. | 3–4 .... | Practice—Miss Dunham. |
| | | p.m. | | | |
| 10–11.... | Cataloguing—Miss Dunham. | 2–3 .... | Reference—Miss Dunham. | 4–5 .... | Practice—Miss Dunham. |

### Second Week

| Time | Tuesday, June 4 | Wednesday, June 5 | Thursday, June 6 | Friday, June 7 | Saturday, June 8 |
|---|---|---|---|---|---|
| a.m. | | | | | |
| 9-10 .... | Literature—Dr. Horning. | Literature—Dr. Horning. | Literature—Dr. Horning. | Literature—Dr. Horning. | Literature—Dr. Horning. |
| 10-11 .... | Cataloguing—Miss Dunham. | Classification—Miss Young. | Cataloguing—Miss Dunham. | Classification—Miss Young. | Cataloguing—Miss Dunham. |
| 11-12 .... | Practice—Miss Dunham. | Practice—Miss Young. | Practice—Miss Dunham. | Practice—Miss Young. | Practice—Miss Dunham. |
| p.m. | | | | | |
| 2-3 .... | Reference—Miss Dunham. | Reference—Miss Dunham. | Reference—Miss Dunham. | Reference—Miss Dunham. | |
| 3-4 .... | Practice—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. | |
| 4-5 .... | Practice—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. | |

June 3rd, Public Holiday.

### Third Week

| Time | Monday, June 10 | Tuesday, June 11 | Wednesday, June 12 | Thursday, June 13 | Friday, June 14 |
|---|---|---|---|---|---|
| a.m. | | | | | |
| 9-10 .... | Cataloguing—Miss Dunham. | Literature—Dr. Horning. | Literature—Dr. Horning. | Literature—Dr Horning. | Cataloguing—Miss Dunham. |
| 10-11 .... | Practice—Miss Dunham. | Classification—Miss Young. | Cataloguing—Miss Dunham. | Cataloguing—Miss Dunham. | Practice—Miss Dunham. |
| 11-12 .... | Practice—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. | Practice—Miss Dunham. |
| p.m. | | | | | |
| 2-3 .... | Charging systems—Miss Dunham. | Charging systems—Miss Dunham. | General methods—Miss Dunham. | Fines and accounts—Miss Dunham. | Shelf listing—Miss Dunham. |
| 3-4 .... | Children's work—MissB.Staton. | Children's work—Miss B. Staton. | Bookbinding—Mr. Hamilton. | Printing—Mr. Hamilton. | Practice—Miss Dunham. |
| 4-5. .... | Travelling Libraries—Mr. Nursey. | | Practice—Miss Dunham | Visit to Univ. Bookbinding Dept. | Practice—Miss Dunham. |

Saturday, June 17

| | | | | | |
|---|---|---|---|---|---|
| 9-10.... | Cataloguing—Miss Dunham. | 10.11.... | Practice—Miss Dunham | 11-12.... | Practice—Miss Dunham. |

Mr. R. J. Hamilton will take one half the class for half an hour on each day.

### Fourth Week

| Time | Monday, June 17 | Tuesday, June 18 | Wednesday, June 19 | Thursday, June 20 | Friday, June 21 |
|---|---|---|---|---|---|
| a.m. | | | | | |
| 9-10 .... | Accessioning—Miss Dunham. | Accessioning Practice—Miss Dunham. | Alphabetting—Miss Dunham. | Examination on Cataloguing—Miss Dunham. | Exam. on Reference work—Miss Dunham. |
| 10-11 .... | Book purchasing—Mr. Caswell. | Qualification of Lib. Worker.—Mr. Carson. | Practice—Miss Dunham. | do | do |
| 11-12 .... | Public Libraries Act—Mr. Nursey. | Preparation of Books for circulation—Miss Dunham. | Readers and Library Training.—Mr. Gould. | Library Extension—Mr. Caswell. | do |
| p.m. | | | | | |
| 2-3 .... | Exam. in classification—Miss Young. | Qualifications, etc.—Mr. Carson. | Hon. Dr. Pyne, Minister of Education—Address. | General methods—Miss Dunham. | Exam. on general methods—Miss Dunham. |
| 3-4 .... | do | Prep. of books for circulation—Miss Dunham. | Study Outing at Centre Island. | Library Institutes—Mr. Nursey. | do |
| 4-5 .... | do | Library Publicity—Dr. E. A. Hardy. | ..... | Library Buildings—Dr. E. A. Hardy. | do |

**Names of Students who registered (alphabetically arranged)**

| Name | Position | Library or Residence | No. of Books in Library represented | Classified and Catalogued by Dewey Decimal system |
|---|---|---|---|---|
| Beatty, Alma | Librarian | Pembroke | 1,646 | Yes. |
| Dales, Lily | Librarian | Stouffville | 4,857 | No. |
| de la Fosse, Margery C. | | Peterborough | | |
| Dingle, Marietta L. | | Toronto | | |
| Ellis, Mary A | | Peterborough | | |
| Faulds, Margaret P. | | Toronto | | |
| Gale, Jennie | Librarian | Bowmanville | 4,961 | No. |
| Geary, Jessie | Asst. Librarian | Niagara Falls | 7,208 | Yes. |
| Harkness, Ruby | Librarian | Sarnia | 7,993 | Yes. |
| Holmden, Kate H. | | Ottawa | | |
| Holmes, Eleanor | Librarian | Picton | 4,929 | Yes. |
| Laing, Pansy | | Toronto | | |
| Lawler, B.A., Lenora C. | | Toronto | | |
| Leggatt, Beatrice E. H | Librarian | Amherstburg | 5,289 | No. |
| Lemon, B.A., Sarah J. | | Toronto | | |
| Llywd, Adeline D. | Trinity College | Toronto | | |
| Moriarty, Nora | | Toronto | | |
| Norwich, Hattie E. | | Toronto | | |
| Oliver, B.A., Mary I. | | Chatham | | |
| Selby, Lotta | | Toronto | | |
| Underhill, E. M. | Asst. Librarian | Fort William | 5,370 | Yes. |
| Williams, Josephine McA. | | Toronto | | |
| Wink, Jeanie S. | Librarian | Port Arthur | 4,242 | Yes. |
| Wisler, E. M. | Librarian | Hanover | 1,612 | No. |
| | | Total of Books | 48,107 | |

From the above it will be seen that out of thirty applicants 24 students registered, ten of whom were from small libraries containing a joint total of 48,107 books, six of which had been classified and catalogued under the Dewey Decimal System.

Of the 24 students, eleven were for various reasons unable to remain for the entire course, and hence could not qualify for examination.

The following is a list of those who completed the course, and took the final examinations:

**List of Students who Completed the Course in the Order as Given**

1. Lemon, Sarah Jane (Miss).
2. De la Fosse, Margery Columbine (Miss).
3. Holmes, Eleanor (Miss).
4. Underhill, E. Marie (Miss).
5. Beatty, Alma (Miss).
6. Holmden, Kate Heale (Miss).
7. Wink, Jeanie S. (Mrs.).
8. Harkness, Ruby (Miss).
9. Lawler, Lenora C. (Miss).
10. Ellis, Mary A. (Miss).
11. Dingle, Marietta Louise (Miss).
12. Geary, Jessie (Miss).
13. *Llwyd, Adeline Derwent (Miss).

* Unavoidably absent six days.

The grant first voted by the Legislature having been generously increased, made it possible to advance the scale of remuneration to the Instructors and Lecturers, and place it more on a par with the quality of the services rendered.

The following is a sample letter—one of many received—which indicates the value of the School to the country librarian.

"I want to express my sincere thanks for the great privilege extended to me by the Minister of Education in attending the Library School. . . . To begin with, I found my level, and also realized how little I knew before of such a large and important subject. . . . I love my work in this library, but now find I have been conducting it on an entirely different plan from the practical system taught in the School."

As an indication of the practical value of the course of instruction provided by the School it may be mentioned that in several cases students have secured better positions elsewhere, and in more than one instance have had substantial increases in salary due exclusively to the fact that they had taken the full course and passed successful examinations.

The following letter addressed to the Minister of Education explains itself:—

**Summer Library School**

University Library Building,
Toronto, June 20th, 1912.

Hon. R. A. Pyne, M.D.
Minister of Education.

Dear Sir,

We, the students of the Ontario Library School of 1912, desire to express our appreciation of the opportunity afforded us by the Department of Education to increase our efficiency in library work by means of this training school.

Through the untiring interest in our welfare of Mr. W. R. Nursey, Inspector of Public Libraries for this Province, to whom we feel deeply indebted, we have been capably instructed by efficient teachers, and pleasantly advised by successful librarians, as to methods in the different lines of library work; and the course of lectures by Dr. Horning on English Literature has been equally enjoyable and beneficial to us all.

For these privileges, and also for the kind forethought which provided us with beautiful surroundings during the hours of study, we offer you our grateful acknowledgement.

Signatures of the students here followed.

Note.—Those library workers who contemplate taking the course during the proposed Session of 1913 would do well to file their entrance application with the Inspector at an early date. The class will necessarily have to be limited in respect to numbers.

## CLASSIFYING AND CATALOGUING

### Report of Miss P. Spereman, Departmental Cataloguer

To Mr. W. R. Nursey, Inspector of Public Libraries.

Acting under your instructions I have classified and catalogued, as you are aware, the following libraries either in part or completely during 1912, in some cases installing the Newark charging system and introducing the "Story Hour."

*Leamington,* Jan. 2nd to Jan. 16th,

There are about 3,250 vols. in this library. I classified and catalogued all the books under the Dewey Decimal system and gave instructions in card cataloguing; I also installed the modified Newark charging system, and established a children's department. No age limit exists, and free access is allowed to all the shelves. The Library Board was very generous in supplying assistance while the work was going on, and I was able to almost complete the work.

Mr. Robert Bennie, Secretary.

Mr. William McSween, Librarian.

*Essex,* Jan. 17th to Jan. 27th.

2,500 Books; classified and started the work of cataloguing and established the children's department. The selection of non-fiction books in this library is particularly good. Free access is allowed to all the shelves, and no age limit exists.

Mr. J. H. Short, Secretary.

Miss M. Whitmore Librarian.

*Windsor,* Jan. 29th to Feb. 28th.

About 19,500 books in this library. I gave instructions in classification and cataloguing. and classified and shelf-listed all the books in the Reference library. Free access is allowed to all the shelves, but an age limit varying from 14 to 16 exists for the children. In a library as large as this one is I think a children's room should be provided, and also more attention given to the children's department. The library was in a very bad condition as regards the classification and the card catalogue, so much so that my visit had to be extended two weeks in order to give the necessary instructions. A thoroughly competent head librarian and also harmony of the working staff would soon place this library where it rightly belongs—one of the first in the province. The books on the shelves, particularly non-fiction, are the best selected of those of any library I have visited.

*Kincardine,* Feb. 29th to March 23rd.

4,416 Books in this library; classified all the books, and started the work of cataloguing; established a children's department. I gave instructions in the "slip system" of charging, as they were not ready for the Newark system. No age limit exists, and free access to all the shelves.

Mr. J. McKay, Secretary.

Miss E. Moody, Librarian.

*Mount Brydges,* March 25th to April 4th.

There are about 1,040 books in this library; classified and catalogued them all and established a children's department: also gave instructions in a new charging system. The books in this library are kept in splendid condition. Free access is *not* allowed to the shelves. Library in store. No age limit for the children exists.

*Ingersoll,* April 15th to May 4th.

Classified all the books in the library, in which there are about 6,000 vols.; also gave instructions in the card cataloguing and Newark charging system. A splendid room is provided for the children. Magazines suitable for them are placed on the tables, and all the juvenile books are well selected. No age limit exists and free access is allowed to all the shelves.

Mr. W. Briden, Secretary.

Miss Janet McKellar, Librarian.

*Simcoe,* May 6th to May 25th.

About 8,600 vols. in this library. Classified all the books and gave instructions in cataloguing and the Newark charging system. A children's department was established, and no age limit exists. Free access is allowed to all the shelves.

Mr. J. D. Christie, Secretary.

Miss L. Boxall, Librarian.

From May 25th to June 25th I attended the second session of the Summer Library School, and assisted in giving instruction in classifying and cataloguing, book numbers, accessioning, and children's work.

From June 26th to July 3rd I attended the A. L. A. meeting at Ottawa, a report of which I have submitted to you.

*Renfrew,* July 3rd to July 23rd.

Classified all the books and started the work of cataloguing, installed the modified Newark charging system, and established a juvenile department; gave instructions for the re-labelling of the books. There are 2,573 vols. in the adult library and 212 in the juvenile department. The books in this library were in a very bad condition, as no attempt had been made at keeping them in repair; 456 vols. were withdrawn temporarily. They were either incomplete, needed rebinding, or worn out. The reference library is especially good for so small a library. Some 30 or 40 books had been taken up to the High School for the use of the students there; some of these books had been there several months and had to be sent for in order that they might be catalogued. Free access is allowed to all the shelves and no age limit exists for the children.

Mr. John Geale, Secretary.

Miss Margaret Stewart, Librarian.

*New Liskeard,* July 25th to Aug. 18th.

About 3,000 volumes in this library. I classified all the books and gave instructions for the card cataloguing; also established a children's department. Free access is allowed to all the shelves and no age limit exists. The books in this library are well selected, and the members of the library board are very energetic.

Mrs. E. M. Gold, Secretary and Librarian.

Mr. C. A. Byam, Chairman.

*Bracebridge.* Aug. 20th to Aug. 26th, and from Oct. 10th to Oct. 22nd.

In this library there are 4,323 vols. I classified all the books and started the work of the card catalogue—also installed the modified Newark charging system and established the children's department. The books in this library are kept in excellent repair. No age limit exists for the children, and free access is allowed to the shelves.

Mr. M. J. Dickie, Secretary.

Miss H. Dickie, Librarian.

*Orangeville,* Oct. 28th to Oct. 30th.

This library had been already classified and shelf-listed; I gave further instruction in the work of the card catalogue. There are about 4,500 vols on the shelves. All the books have been well selected and are kept in good condition. A children's department was established on a former visit to this library. Free access is allowed to all the shelves, and no age limit exists.

*Orillia,* Oct. 31st to Nov. 21st.

There are about 5,800 vols. in this library. I classified all the books, gave instruction in card cataloguing, installed the modified Newark charging system, and established a children's department. The Library Board were very generous in providing assistance for me in the work; seven young ladies were employed all

the time of my visit, and I was enabled to almost complete the work. Free access is allowed to all the shelves, and no age limit exists for the children.

Mr. J. B. Henderson, Secretary.
Miss B. Redpath, Librarian.

*Runnymede,* Nov. 28th to Dec. 7th.

In this library there are about 1,000 vols. I classified all the books and started the work of the card catalogue. Free access is allowed to all the shelves and no age limit exists. Particular attention is given by the Library Board to the children's department, and a "Story Hour" is given every month, at which there is always a large attendance. This "Story Hour," which was introduced by me in 1910, is now usually conducted by one of the members of the Library Board.

*Don,* Dec. 11th to Dec. 19th.

There are about 1,500 vols. in this library. I classified all the books and started the card catalogue; also established a children's department. Free access is not allowed to the books, but this is on account of the way the books are shelved, being in a general store and placed behind the counters. Special mention may be made of Miss Mary Duncan, whose very valuable assistance all the time of my visit greatly helped in the completion of the work. No age limit exists for the children.

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This year, 1912, Miss Spereman attended seven Library Institute Meetings, and read papers at each meeting, and gave by Inspector's directions introductory and black-board demonstration in classifying and cataloguing by the Dewey Decimal System. Following are the names and dates of the Institutes:

New Liskeard, July 25th and 26th.
Bracebridge, July 29th and 30th.
Orillia, Aug. 1st and 2nd.
Beamsville, October 8th and 9th.
Richmond Hill, Oct. 22nd and 23rd.
Stratford, Nov. 14th and 15th.
Kingston, Nov. 26th and 27th.

## LIBRARY INSTITUTES

**Portion of an Address by the Inspector of Public Libraries at New York State Library Association Meeting at Niagara Falls.** **See page 651**

Our progress in respect to these Institutes has been most encouraging. The first Institute was held at Brantford in 1907. In 1908 three Institutes were held. In 1909-10 eleven were held, and in 1910-11 twelve. Last year the Northern and Western districts were, however, added, and by October 31st of this year we will have held fourteen Institutes during 1912. These meetings have now been extended, at added expense, to cover *two* days, it being the desire of the Minister to develop them in part into elementary schools of instruction.

The additional cost of these longer Sessions with new features amounts in the aggregate to a substantial sum and the Minister of Education is desirous of seeing the time allotted, as far as possible for the extension—particularly among the

representatives of the smaller libraries—of more thorough information as to the requirements of the Act, and for imparting specific knowledge and instruction in other important practical library essentials. Take for example, the very necessary subject of Cataloguing and Classifying, practical instruction on which has been given by the official cataloguer and others, through which many librarians who find it impossible to attend the annual Summer Library School at Toronto, and trustees and other library officials, can obtain a practical working insight into a system, knowledge of which would otherwise be unobtainable. Other instructional features of special value to all libraries will, from time to time, with the co-operation of the Ontario Library Association, and the Committees of the various Institutes be introduced.

The attendance at these, of library delegates, alone has increased 91 per cent. since the first Institute was held in 1907. The programmes and meetings are prepared and arranged jointly by the Secretary of the Ontario Library Association and the Inspector of Libraries, in order to prevent conflicting dates and undue expenses. The entire expense, including the printing of programmes, postage and all incidentals is borne by the Department. The expenses of one delegate from each library in the district are paid. Some of these in the Western district have had to travel over 1,000 miles in order to be present at their Institute. Surely this fact is a sermon in itself. I would add that the library that fails to send a delegate without giving a reasonable explanation can have $5.00 deducted from its next annual grant. The expenses of speakers invited are also provided for. The place of meeting is changed from year to year. The movement is a great one and in some respects unique. The fear expressed, I think, by Miss Ahearn, Editor of Public Libraries, "whose views are rightly entitled to the greatest consideration" that there was a danger that the Institute might lead to a gradual falling off in interest in the yearly meeting of the State Associations, has not in our case been experienced. The attendance of library workers at the annual meetings of the Ontario Library Association have increased pari passu with the attendance at the Institutes. Hence, I am prone to regard the Institute as a recruiting ground where the more or less diffident rural delegate acquires the habit of "goin' to meetin'." I sometimes think I would sooner attend a library institute than sit by a camp fire in the Adirondacks.

The Minister of Education makes it a point that the Inspector of Public Libraries, whenever it is possible for him to do so, be present at these Institutes and give an address on some practical Library feature. The importance of and necessity for this official's attendance is obvious.

I have drawn attention to the *two* days' sessions, and the intention to make the yearly Institute among other things, an *elementary school of instruction in library methods.* Hence, it is especially to be desired, that the librarian whenever possible should be the representative,—the custodian and circulator of the books. In any case the representatives present should come with note book in hand prepared to give their Board a report of the meeting and to put into practice, later, in their own libraries, the ideas suggested and the information gained at these Institutes. Formerly the expense of these Institutes was borne by the Ontario Library Association. Now the Department has not only trebled the grant to that Association, but it pays all Institute expenses direct and indirect.

The Legislature has done a great deal to make it possible for every library to be represented at these most useful annual conventions.

Section 26, Sub-Section 1 of our Public Libraries Act provides (*c*) that the Minister may pay the travelling and other necessary expenses of *one* delegate from each Board in attending a meeting of the Institute.

As it is only by contrast that we can practically estimate the blessings we enjoy let us turn to your own great State of New York and see what is being done for the Library Institutes there.

As an indication of the estimate placed upon the system of library administration and methods of extension as followed in Ontario, I believe I am right in believing that the library authorities of the State of New York are now seriously considering how they can best introduce certain features of our Ontario system, regarding it in certain respects, and rightly so, applicable to their wants and as certainly more liberal than their own. Especially are they interested in and I understand astonished at the liberality of the Legislature of Ontario in the handsome provision it makes to meet the expenses of holding these Institutes, and the great work we have accomplished in this direction. New York State contributes in cash to its Library Association, if I rightly understand Mr. Asa Wynkoop, the State Inspector, the sum of $100 only, towards the expenses of holding its 28 Institutes, a little over $3 per meeting, as compared with our 14 Institutes in Ontario for the expense of holding which $2,000 has been voted annually by the Ontario Legislature. In Ontario the Department of Education pays the entire cost of every Institute and the expenses of every delegate who attends. We are getting so accustomed to being liberally looked after that we sometimes forget the conditions under which we live and the blessings we enjoy. It is pertinent to ask if the Library Boards are doing their part to uphold the efforts of the Department.

It is also timely to ask ourselves what is the general value of these Institutes. I agree with Mr. Wynkoop's printed statement which to quote in part states that they are:

1. A first step in developing a common feeling and community of interests in library work.

2. They create a spirit of open-mindedness and readiness to consider and accept new ideas.

3. They impart specific instruction in Library methods, economy, and essentials.

To again quote Mr. Wynkoop: While the direct work of the library organizer or inspector on individual visits to a library is perhaps more specific and detailed than the work accomplished at an Institute, the ideas and directions of the trained worker when given on individual visits are sometimes regarded by the local library officers as over-professional and more or less forced. When the same ideas are presented to a group of library workers, such as are present, at an Institute, it is worth while considering by which method the individual obtains a more convincing knowledge of library requirements.

Both methods have their special value. We in Ontario are trying to combine the two, but in respect to the Institutes we are now featuring on the instructional.

There are still some 70 libraries in Ontario which have not yet been reached by these Institute meetings. These are in most cases the very libraries which need the help extended at these meetings most, and whose awakening—indeed their very existence depends in large measure on their being brought into touch with their fellow workers at the District Institute. Every effort in the way of invitation and appeal has been tried but in some instances without success.

You ask: Is it expedient that some added influence or pressure be brought to bear on these inert libraries? Should representation at the annual library Institute be made as much a part of the requirements for a proper library standard as the purchase of books and the annual submission of a library report, or are there other and better ways of solving the problem?

In Ontario, precedent to any request for further aid, or any aid, a community either anxious to establish a library, or to get additional aid to one already established, must be prepared with a fair explanation of its exact position. It must be prepared to say that it has exhausted every effort to arouse the interest of the municipality to properly contribute, and has used every means to awake the community to obtain a membership sufficient to justify it in organizing and maintaining a library. Failing this it is far better for that community to wait for better times and be served meanwhile by a travelling library.

The meetings of the various Institutes already held this year make an entirely new record showing not only the largest progress ever reported, but the largest gain in attendance ever made in a single year.

The summary of speakers and topics indicates that about 160 persons appeared last year on the various programmes. The quality of many of these papers was notable. Some have already found their way into print, and I hope that arrangements can also be made for others to appear. It is by the attendance of librarians and other delegates at these meetings from the rural districts and through the recital of their own individual experiences that a partial remedy will be found to meet their special circumstances."

### TORONTO PUBLIC LIBRARY

A fair estimate of the popularity and usefulness of the Toronto Public Library and its branches, and the activity of its Board under the able administration of Mr. George H. Locke and its most efficient Secretary, Mr. E. S. Caswell, can be best understood by a perusal of the following summary of facts:

During 1912, 21,707 books were added to the library. Of those in the main reference library 100,585 have been used, and the circulation in all of the eight branches reached a total of 485,915. The greatest number of books was used at the College Street library, where 128,886 were consulted or circulated. Church Street, which came next, reports 114,105, Riverdale 65,677, Yorkville 58,952, Queen and Lisgar 50,759, Western 38,060, Deer Park 20,970, and Wychwood 8,525. The library showing the largest increase was Riverdale, where 7,244 more books were used than during 1911. The greatest decrease was recorded at Church Street, namely, 10,141.

The development of the work among children under Miss Lillian Smith has been most successful. Hundreds attend the regular "Story Hours" at the branches, and 21,845 books have been used in the Children's Reference Library on College Street. There has also been started the "National Historical Story Hour," conducted by Miss Miller. So far the subjects discussed have been confined to the work of the early French explorers.

The shelf-worn books withdrawn numbered 5,313. The cards typed and put in catalogues totaled 80,812. Wychwood branch was opened during 1912, and contracts were let for a new branch at Dovercourt, the cost of which is estimated at $35,000. East Toronto, Deer Park, College Heights, and the Moss Park Ratepayers' Associations have all asked that branches be opened in their respective localities. In his Annual Report, the Chairman, Mr. John Turnbull, eulogized the work of the Chief Librarian, his assistants, and that of the seventy-three employees. The members of the former Board were all re-appointed.

LIBRARY

**Statement showing in detail and per cent. of increase in attendance of delegates at 1907, up to Nov. 26th, 1912, the date of the Belleville Institute held at Kingston.**

| Name of Institute | No. of Libraries in District | 1907 | | 1908 | | 1909 | | 1910 | | 1911 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Present | Absent | Present | Absent | Present | Absent | Present | Absent | Present | Absent |
| *1 Belleville | 27 | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 11 | 19 | 8 |
| 2 Brantford | 35 | 9 | 26 | 12 | 23 | 16 | 19 | 16 | 19 | 28 | 7 |
| 3 Chatham | 41 | ..... | ..... | 7 | 34 | 14 | 27 | 25 | 16 | 24 | 17 |
| 4 Eastern | 46 | ..... | ..... | ..... | ..... | ..... | ..... | 26 | 20 | 31 | 15 |
| *5 Georgian | 22 | ..... | ..... | ..... | ..... | ..... | 1st 10<br>2nd 10 | 12<br>12 | | 15 | 7 |
| *6 Guelph | 34 | ..... | ..... | ..... | ..... | ..... | ..... | 23 | 11 | 22 | 12 |
| 7 Lindsay | 38 | ..... | ..... | ..... | ..... | ..... | ..... | 19 | 19 | 18 | 20 |
| *8 London | 22 | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 9 | 14 | 8 |
| 9 Niagara | 26 | ..... | ..... | ..... | ..... | 8 | 18 | 12 | 14 | 18 | 8 |
| 10 Northern | 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 11 | 4 |
| *11 Orangeville | 34 | ..... | ..... | ..... | ..... | ..... | ..... | 20 | 14 | 18 | 16 |
| *12 Stratford | 45 | ..... | ..... | ..... | ..... | ..... | ..... | 29 | 16 | 26 | 19 |
| 13 Western | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 2 |
| 14 York | 22 | ..... | ..... | ..... | ..... | ..... | ..... | 7 | 15 | 17 | 5 |
| Totals | 414 | 9 | 26 | 19 | 57 | 38 | 64 | 226 | 188 | 266 | 148 |

NOTE.—The total actual net increase in attendance of Delegates at all Institutes in 1912 times more than in 1907.

In the State of New York where 28 Institutes were held during the year a total gain of 400 libraries invited 290 were School libraries. In Ontario no School libraries as yet have been of the Public Libraries Act for the benefit of the Public Libraries only, the Libraries Act making

In the case of the Belleville, Georgian, Guelph, London, Orangeville and Stratford districts the calendar year. In future the Institute year will run concurrently with the calendar year.

If there appears to be any discrepancy in these figures, it is explained by the fact that Eastern three, in Guelph two, in Lindsay one, in London one, in Orangeville four, in Stratford practice will not be allowed in future unless special application has been made direct to the

## INSTITUTES

**each District Institute from the date of the first Institute held at Brantford July 11th, These figures refer to Delegates only and do not include other Workers present.**

| | 1912 Present | Absent | Total delegates present since date of first Institute | Total delegates absent since date of first Institute | Totals of possible attendance | Years the first Institutes were held | Number of Years in existence | Percentage of net increase in attendance of delegates in 1912 over the attendance at Institute first held | Decrease in attendance of delegates at Institutes |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1st 17<br>2nd 16 | 10<br>11 | 68 | 40 | 108 | 1910 | 3 | 106 | ..... |
| 2 | 25 | 10 | 106 | 104 | 210 | 1907 | 6 | 178 | ..... |
| 3 | 27 | 14 | 97 | 108 | 205 | 1908 | 5 | 286 | ..... |
| 4 | 22 | 24 | 79 | 59 | 138 | 1910 | 3 | ..... | 15 |
| 5 | 16 | 6 | 51 | 37 | 88 | 1910 | 3 | ..... | 20 |
| 6 | 1st 19<br>2nd 19 | 15<br>15 | 83 | 53 | 136 | 1910 | 3 | 65 | ..... |
| 7 | 21 | 17 | 58 | 56 | 114 | 1910 | 3 | 10 | ..... |
| 8 | 1st 17<br>2nd 17 | 5<br>5 | 61 | 27 | 88 | 1910 | 3 | 162 | ..... |
| 9 | 19 | 7 | 57 | 47 | 104 | 1909 | 4 | 137 | ..... |
| 10 | 7 | 8 | 18 | 12 | 30 | 1911 | 2 | ..... | 36 |
| 11 | 1st 15<br>2nd 20 | 19<br>14 | 73 | 63 | 136 | 1910 | 3 | 75 | ..... |
| 12 | 1st 25<br>2nd 30 | 20<br>15 | 110 | 70 | 180 | 1910 | 3 | 89 | ..... |
| 13 | 5 | 2 | 10 | 4 | 14 | 1911 | 2 | 114 | ..... |
| 14 | 13 | 9 | 37 | 29 | 66 | 1910 | 3 | 86 | ..... |
| | 350 | 226 | 908 | 709 | 1,617 | ..... | ..... | 91 per cent. | 71 |

over 1907 (the first year of the holding of the first Library Institute) is about 91 per cent, or 2¼

per cent. in the representation of libraries over the attendance in 1902 is reported. Of the 775 specially invited to the Institutes, which so far have been held exclusively under the provisions no provision for the attendance of representatives from School Libraries.

two Institutes were held during the twelve months. The fiscal year does not correspond with

though in the Belleville district one library was closed between 1907 and 1912, in Chatham six, in two, and in York four, yet many of these closed libraries continued to send delegates. This Department.

### Library Institutes

In two instances, owing to the local Library Boards and the local Institute Executives having forgotten the established procedure for striking the programmes, a temporary impasse followed.

In London a copy of the programme prepared by the District Executive and local Library Board reached the Inspector's office after the original programme prepared by the Secretary of the O. L. A. had been printed. The local programme arranged that the most important evening meeting should consist of a vocal and instrumental concert, and two addresses, chiefly literary, to be held not at the library, but at the Normal School. There is, of course, no objection to a certain amount of music or other similar entertainment, but when reminded that the chief purpose of the Minister in extending the session to two days was to give the library delegates *practical instruction in library essentials*, and not make the principal session more or less of a social function, with the Inspector's address eliminated, which was not in accord with the objects of the Department—the Board withdrew its co-operation. The view taken by the Inspector was endorsed by the Secretary of the O. L. A.

In the case of the Guelph Institute at Fergus, a concert was also billed for the evening session at the town hall. For this an admission fee was to be charged. This, of course, could not be permitted. All Institute meetings are necessarily free. Notwithstanding these misunderstandings, the interest and attendance at both of these meetings were exceptionally good.

The programmes for all Institutes are prepared jointly by the District Institute Executive, and the Secretary of the O. L. A., and passed upon by the Inspector, as the expense of one delegate from every library, and the cost of printing, postage, etc., and all other expenses are paid by the Department. The cost of these two day sessions amounts to a substantial sum, and the Minister of Education desires that the time be devoted as far as possible to imparting more thorough information as to departmental requirements, a better knowledge of the Act, and for practical instruction in library essentials. Librarians who find it impossible to attend the annual Summer Library School at Toronto, trustees, and others, can also obtain at these two day sessions a working insight into the Dewey Decimal System of Cataloguing, knowledge of which would otherwise be unobtainable. Other instructional features of great value to all library workers are from time to time being introduced. The Minister makes it a point that the Inspector of Public Libraries whenever feasible be present and give an address on some important library feature at the session when the largest number of delegates and citizens is present. The necessity for the Inspector's presence is obvious. The months of October and November for holding Institutes are most inopportune. For several weeks prior to October the 31st—the end of the Government fiscal year— and for several weeks after, the Inspector is busy preparing his annual reports, and passing belated library accounts for the Auditor. A revision of the geographical boundaries of the London and Chatham districts is necessary to prevent overlapping and dual representation. Resolutions were passed at most of the meetings disapproving of the suggested grouping of Institute districts.

### Selected List of Books

This publication was first issued in 1901, an annual list. In 1908 it became a quarterly. In 1910 its compilation was placed in the hands of a committee, with Dr. E. A. Hardy, the Secretary of the Ontario Library Association, as editor. The present scheme for each year is as follows:

First Number—Books of previous year.
Second " —Books of first half of current year.
Third " —Special publications.
Fourth " —Books of latter half of current year.

Copies are first distributed among the Public Libraries of the Province and the High and Continuation Schools, to members of the O. L. A., to other Canadian libraries, to publishers in Great Britain, the United States, and Canada, and other British and American library workers. An edition of from 1,500 to 2,000 is printed. These each contain from 500 titles upwards, with names of author, publisher, year of publication, and price. The list is partly classified, and informing annotations are now being given where the importance of the book calls for comment on its contents, as a partial guide, especially to the Book Selection Committee of the Public Libraries. It has been strongly commended by the library faculty in the United States and Britain, and is proving of value to our Library Boards. All the expenses connected with the editing, printing and circulation of these pamphlets are borne by the Department.

### Toronto Reference Library

THE TORONTO PUBLIC LIBRARY has received a notable gift in the shape of a valuable collection of pictures, illustrating the history of Canada. The donor is J. Ross Robertson, who for many years has been an enthusiastic promoter of the proper teaching of Canadian history in the public schools.

This collection, which the donor expects to increase by additional gifts, is unique, complete and historically correct, and will be of the greatest advantage to the students of history in Toronto. "These prints," says the librarian, George H. Locke, in an appreciative foreword to the catalogue of the 558 pictures, "tell a story, by the side of which the printed word is cold and dead, and to see the faces of the men who accomplished great things for our country, and to see the pictures of the houses in which they lived and worked, and of the villages and towns as they were in those times, gives us a thrill of 'ancestor worship' which a discovery in Debrett could never produce." The acceptance of the gift on behalf of the library was made the occasion also of the unveiling of a bronze memorial tablet commemorating the gift of $350,000 from Mr. Carnegie and also the unveiling of the portrait of John Graves Simcoe by his successor in arms and office, Sir John M. Gibson, K.C.M.G., Lieutenant-Governor of the Province of Ontario, and of John Hallam, founder of the library. A brilliant and representative gathering assembled to take part in the function.

The members of the staff of the Toronto Public Library have organized a Library Club. It meets the third Tuesday of each month to discuss problems.

### Most Library Literature Too Serious

"In a recent review of the last volume of the American Library Association it seems that we, seen in our writings, are not very interesting to the general public. . . . We are, in other words, serious—and very serious. . . . Our official journals, *The Library Journal* and *Public Libraries*, partake of the character of the American Library Association Proceedings which, again, would seem to prove that our librarians, even in their frequent utterances, not only do not care to write entertainingly, but are content to read without entertainment."—*Henry W. Kent, in Library Journal, N.Y.*

### By Way of Contrast

"Mr. Nursey's Report upon Public Libraries, Literary and Scientific Institutions, etc., of the Province of Ontario for the year 1911 is a document of 110 pages, packed full of information, hints and results. It is certainly a bright and breezy production, and quite unlike the average official document."—*Library World*, London, England.

### Outside Tributes to Library Progress in Ontario

ONTARIO, PROVINCE OF. Report upon Public Libraries, Literary and Scientific Institutions, etc., of the Province of Ontario, 1910. By Walter R. Nursey, Inspector. 120 pp., illus. Ontario: Legislative Assembly. 1911.

"It is quite impossible even to summarize in the space at our disposal the Report of the Inspector of Public Libraries for 1911. In addition to giving exhaustive statistical and other information relative to the numerous library activities in Ontario, it contains many notes on special topics in librarianship. It is also well illustrated. Mr. Nursey is to be congratulated upon the production of a clear and valuable report."—*Library World, London, Eng.*

"My original intention was to endeavour to sketch the Development of the Library Movement in the various Canadian Provinces; but, Ontario excepted, I found too little data to work upon. The Annual Reports of Mr. Walter R. Nursey, the Government Inspector of Libraries, and the Annual Reports of the Ontario Library Association are so full of matter, that several papers might be written describing the progress which this Province has made in Library affairs, chiefly through the general provisions provided in Part 3 of the Ontario Libraries Act of 1909."—*J. W. Cummings-Purves, Public Library, Workington, Eng.*

British Columbia is following the example of Ontario, slowly but surely. An account of the Library Movement in this Province by Mr. E. O. S. Scholfield, the State Librarian, was published in the *Library Journal* last November. . . . A splendid summary of the Library Work in that Province to date, and foreshadows great development as soon as the State has passed a general Act, which is under consideration, for the establishment of Public Libraries.—*Library Journal, N.Y.*

**Theresa Elmendorf**
**President American Library Association**

ELMENDORF, Theresa Hubbell, librarian, b. Pardeeville, Wis. November 1st, 1855, d. Hubbell and Helen (Roberts) West: grad. Miss Wheelock's Sem., Milwaukee, 1874, m. Henry Livingston Elmendorf, October 3rd, 1896 (died July 8th, 1906). Deputy librarian, 1880-92. Librarian, 1892-6. Milwaukee Public Library, vice-librarian, Buffalo Public Library since August 1st, 1906. Editor for selection of A.L.A. Catalogue. Contributor to Library Journal, Public Libraries. Chautauquan. Mem. A.L.A. (v.-p. 1895-6, 1908-9, mem. pub. lib. bd. 1906-10, exec. bd. 1909-11): pres. N.Y. Library Assn., 1903-4. Address 319 Norwood Ave., Buffalo, N.Y.

### Presentation to Mrs. Elmendorf

A recordable feature of the Ottawa Conference was the presentation at the breakfast given by the Canadians on Dominion Day of a handsome gavel, the gift of a few representative Dominion library workers, to Mrs. Elmendorf, the President of the A.L.A.

## ANNUAL MEETING OF THE AMERICAN LIBRARY ASSOCIATION OTTAWA, MAY 26th—JUNE 2nd. 1912

An invitation was extended to the American Library Association at its Annual Meeting at Pasadena, California, in 1911 by the Ontario Library Association, to hold its next Convention at Ottawa, Canada. The offer was accepted. After consultation with the Inspector, who had been authorized to state that the Minister of Education was disposed to extend financial aid towards making the attendance of a representative gathering of Ontario Library workers possible, a committee of the Ontario Library Association waited upon the Minister to enlist his co-operation. He gave the delegates a sympathetic hearing, but before agreeing to ask the Legislature for a grant towards carrying out the objects outlined insisted that none but those librarians, or other library workers *who were prepared to attend the Convention for the purpose of deriving profit for themselves and for their libraries from faithful attendance at the daily Sessions would be recognized.*

Satisfactory assurance having been submitted in respect to this, a grant of $900.00 was promised, and the Minister authorized the Inspector co-operating with the Secretary of the Ontario Library Association, to complete arrangements for the free transportation to and from Ottawa, of representatives from a given number of Public Libraries in Ontario—preferably librarians—and of the Executive of the Ontario Library Association entailing other necessary expenses.

The librarians having been circularized by the Ontario Library Association, making of further arrangements was left to the Inspector as paymaster—a not easy task—he also serving on the Publicity Committee of the American Library Association. I take this opportunity to record the signal service rendered by Dr. E. A. Hardy, Secretary of the Ontario Library Association. Reference to the work of the other members of the O.L.A. appears elsewhere. The following notice with explanatory circular was sent by the Inspector to the Secretary of every library in the province.

"The American Library Association, organized in 1876, is one of the greatest library bodies in the world, and an active force in promoting library interests throughout this Continent. Ontario owes not a little to its work, which is representative of all that is best and foremost in library activity in the United States. The Ontario Library Association is the outcome of the meeting of the American Library Associaion, held in 1900, in Montreal.

Subjects of vital and universal interest to all library workers will be discussed by men and women prominent in the library field and in related branches of endeavour. Attendance at this conference will ensure the creation of a wider range of library vision, and the acquirement of a fund of every-day practical knowledge of the greatest value, if those who attend resolutely prepare to profit by the opportunity. Not only should every delegate return home inspired and doubly enthusiastic, but it should be the special object of every Ontario representative to see that the pleasant cords that already knit together the brotherhood and sisterhood of library workers of this Continent will be tied still closer through this conference by a broader bond of interest.

It is well to remember that, on this occasion, the Ontario delegates should be stirred by the one purpose only—a common purpose, that recognizes neither international barrier nor impalpable line of latitude, the great aspiration being to increase the spread of pure literature—the democracy of letters, through the co-operation of the "public library," which, as an educational factor, is fast being recognized as of equal importance with university, college or school. The deliberations of the members of this conference—hand in hand, under the two flags of Canada and the United States, that specially stand for liberality of thought and educational progress—should surely result in the extension of library learning. May we not rest convinced that not only will this interchange of expert knowledge help to better qualify librarians and those other library enthusiasts for their rapidly compounding responsibilities, but that the publicity given to these proceedings will compel wider recognition of the library movement, which, as a matter of fact, makes for the practical enlightenment of every citizen.

Do not fail to attend the Ottawa Conference, not only to listen, but to contribute your own views and relate your experience, if you only speak half-a-dozen words. The motto of this Conference is "*co-operation*," and the keynote, "*the relation of the library to the individual.*"

As a result of the Minister's aid 135 library delegates and workers visited Ottawa. The Session lasted from June 26th to July 2nd. Half-rate railway transportation and special hotel rates were secured. The doors of the new and magnificent Chateau Laurier hotel were opened for the first time under the ever-present-in-time-of-need Mr. Bergman. The local Committee at Ottawa under Mr. Burpee's direction planned most effectively for the entertainment of the visitors, as did also the City and City Council of Ottawa, following the hospitable example set when the Western delegates were received in Toronto by Dr. A. H. U. Colquhoun, Deputy Minister of Education, the Faculty of the University of Toronto represented by Prof. Needler and Prof. A. E. Lang, Victoria College, and Dr. George H. Locke, Chief Librarian.

It is impossible in this restricted Report to attempt even a digest of the proceedings of the Convention. There were six general Sessions, and some twenty Sectional Sessions. On the printed programme the names of the following Canadian speakers appeared: Hon. George H. Perley, Acting Prime Minister, Sir Wilfrid Laurier, the Hon. Martin Burrell, Minister of Agriculture, His Worship the Mayor of Ottawa. James W. Robertson, C.M.G., E. O. S. Scholefield, Legislative Librarian, British Columbia, Dr. Otto Klotz, Trustee of Carnegie Library, Ottawa, and Walter R. Nursey, Inspector of Public Libraries, Ontario. Many Ontario delegates took part in the open debates.

I voice the expressed opinion of those members of the American Library Association who had been present at previous annual meetings, that the Ottawa Convention was perhaps the best Convention "ever." In attendance not equal to one other, but in respect to interest, quality of addresses, general practical results, and social entertainment—second to none. Canada was given an opportunity to exploit her national importance, and Ontario the banner library province, a chance to unobtrusively emphasize the great progress she was making in library extension, especially in respect to some features in which she had proved herself a trail-maker in library progress. On the other hand the Ontario battalion of earnest seekers for library wisdom were permitted to drink from the cup of experience extended by the library legions from the republic.

The official report of the proceedings published by the American Library Association in extenso constitutes a veritable encyclopedia of library lore. Under the brilliant and charming presidency of Mrs. H. M. Elmendorf of the Public Library, Buffalo, the first woman to fill the position of Chief Executive, the Conference maintained its historic high level from post to finish. The Convention more than realized the hopes of the American Library Association that it "would inspire and strengthen those public spirited men and women who in various capacities are conducting the public and institutional libraries of the Dominion." The President succeeded beyond expectation in synthesizing "co-operation" as the motto of the conference and the "relation of the library to the individual" as the keynote.

A copy of a special Resolution passed in general Session is appended as an official appraisement by the members of the American Association, of Canada, its library progress and as an "appreciation" of their Canadian hosts.

## LIBRARY PHILOSOPHY

### Rememberable Sentences from the Address of Mrs. Elmendorf, the President of the A. L. A.

"The library is the reservoir of literature, a collection of books; but it is something more, it comes to have identity, a self of its own beyond the sum of all its books, when, by the fusing of the whole under the vital power of the minds that gather and order it, it becomes, in the Shakespearean phrase embodied in my title, 'A leaven'd and prepared choice.' . . . The library is the one place where time and space are set at naught. It is the microcosm of the universe. . . . Here all the wonders of nature are flashed back from the mirrors of eyes that have beheld them.

. . . . . .

"The library is the great whispering gallery of noble deeds, and, catching a whisper, 'The youth replies, I can,' and goes forth." . . .

"The library is almost never the goal, but to many it may be the starting point whence they go forth 'to strength and endeavour, love and sacrifice, the making and achievement of souls.' . . . The public for whom the library exists has little conception or comprehension of its power. How shall such publicity as will give this knowledge of it be given? . . . The public for whom the library exists gives it support insufficient for the task it should perform. If the library commanded respect, would it not receive funds?"

### Copy of a Resolution Passed by the American Library Association at the Ottawa Conference, June, 1912

Your Committee beg leave to recommend the adoption of the following minute, to be spread upon the records of the Conference, and that copies thereof be forwarded by the Secretary to the several bodies and persons mentioned therein.

In its membership and its sympathies, the American Library Association is broadly American. It aims to secure among the librarians of the Continent that practical reciprocity in ideals and interests that should everywhere prevail among those engaged in undertakings for the moral and intellectual betterment of humanity.

The Association is deeply gratified in being able to hold its 34th Annual Conference within the Dominion of Canada, whose representatives have for many years prominently participated in the management and deliberations of the Association. Since its meeting in Montreal, twelve years ago, the membership of the Association has increased from nine hundred to twenty-three hundred. Toward this expansion (itself a visible sign of that quickening of popular concern in educational affairs, which has been so marked a feature of the past decade), Canada has contributed a goodly share. It is hoped and believed by the Association that this Conference will still further inspire and strengthen those public-spirited men and women who, in various capacities, are conducting the public and institutional libraries of the Dominion.

Of the fine temper and professional zeal of its Canadian membership, the Association has had frequent evidence, but the experiences of the past eight days have brought to the members from the United States a new, although by no means unexpected, sense of the abundant hospitality of their Canadian colleagues. Any vote of thanks that may be adopted by this Association can seem to the visitors south of the international boundary but cold recognition of the warm sincerity of their greeting in the capital of the great Dominion. It is hoped, however, that between the lines of this fraternal salutation from the men and women of the south, their confreres of the north may read such sympathy and love as words cannot convey.

The Association begs to place on record its heartfelt thanks to all of those many Canadians who, in whatever measure, have contributed towards the success of this delightful meeting, and to the entertainment of its participants. But to the following men and women who, either officially or personally, have been intimately concerned in preparations for, and in the management of, the many charming hospitalities that have made this Conference so notable in the history of American librarianship, the Association unanimously expresses its especial appreciation.

At Toronto, entertaining the Western Delegation: The Government of the Province of Ontario, represented by Sir James Whitney, Premier; the Hon. R. A. Pyne, Minister of Education, Dr. A. H. U. Colquhoun, and Mr. Walter R. Nursey, Inspector of Public Libraries; Professor Needler, Librarian of the University of Toronto, and Professor Lang, Librarian of Victoria College; the Ontario Library Association, and its officers; the members of the Toronto Public Library Board, and their Chief Librarian, Dr. George H. Locke.

At Ottawa, the Government of the Dominion, represented by the Hon. George H. Perley, Acting Premier, and the Hon. Martin Burrell, Minister of Agriculture; His Worship the Mayor of the Corporation of the City of Ottawa; the Local Committee of Ottawa, the Chairman of which, Dr. Otto Klotz, was represented by Dr. James W. Robertson, C.M.G.; particularly Mr. Lawrence J. Burpee and Mr. D. P. Cruikshank, together with the lady members of the Committee; the Ottawa Public Library Board, represented by Alderman Ainslie W. Greene, chairman; the Canadian Club of Ottawa; the Ottawa Electric Railway, represented by its President, Mr. Thomas Ahearn; Mr. John F. Watson, of the Dominion Central Experimental Farm; United States Consul-General and Mrs. J. G. Foster; Manager, F. W. Bergman, of the Chateau Laurier, and Manager Mulligan, of the New Russell.

In addition to its acknowledgment of the foregoing, the Association wishes to express most sincere appreciation of the cordial message which it received from the Governor-General, H.R.H. the Duke of Connaught, who, unfortunately, was detained at Montreal, because of the illness of H.R.H. the Duchess, whose subsequent recovery is a source of international gratification; of the great kindness of Sir Wilfrid Laurier, in consenting to address the Conference upon Dominion Day; of the excellent addresses by Dr. George E. Vincent, President of the University of Minnesota, and by Professor John Macnaughton, of McGill University; and of the admirable arrangements for the post-Conference tour made by one of the ex-Presidents of the Association, Professor Charles H. Gould, Librarian of McGill University, Montreal.

R. G. Thwaites,
Mary W. Plummer,
J. T. Jennings,
*Committee on Resolutions.*

## MISS SPEREMAN'S NOTES

Miss Spereman, the Departmental Cataloguer. was instructed by the Minister of Education to attend the A. L. A. Conference. Her "observations" forwarded to the Inspector follow:—

### Observations on the A.L.A. Meeting at Ottawa, June 26th—July 2nd, 1912

"It was impossible to attend all the meetings at this A.L.A. Convention, as there were different meetings being held at the same time, either at the Chateau Laurier, or at the Russell Theatre. I attended all the General Sessions, and those special meetings pertaining to classification, cataloguing, and children's work.

The first of these special meetings was held on Thursday evening, June 27th. "Subject Headings," a paper by Miss Briggs, of the Buffalo Public Library (and editress of the new "List of A.L.A. subject headings") was, in her absence, read by a lady from the St. Louis Public Library. This paper was a very important one, and caused great discussion. Miss MacNair, of the Library of Congress, also read a paper on the same subject. Dr. E. Richardson, of the Library of Princeton University, read a paper the same evening on "Fundamental Principles of Cataloguing," from all of which I derived a great deal of helpful information.

*Friday afternoon, June 28th.*—Attended a meeting in the Children's Section, where Miss Saxe, of the Westmount Library, read a paper entitled "With the Children in Canada."

*Friday evening, June 28th.*—Attended a session in the Trustee's Section, where a very able and instructive address was given by Mr. W. R. Nursey, Inspector of Public Libraries, on "The Trustees' Duties to the Public Library." Our American friends, who were present in large numbers, were more than surprised when they heard of the work that has been done in the library world of Ontario within the last two or three years, which, in certain respects, was in advance of their own. I was also able to listen to the greater part of a paper on "What Is Cataloguing?" by Mr. A. Josephson, which proved most instructive.

*Saturday, June 29th.*—Attended a meeting in the Cataloguing Section.

*July 1st, Monday morning.*—At the General Session, in the Russell Theatre, an address was delivered by Sir Wilfrid Laurier, welcoming the delegates; and addresses by Professors James Robertson and John Macnaughton. The latter was really a very learned and humorous speaker, and the oratorical duel between the two was something to be remembered. In the evening, Dr. George Edgar Vincent gave one of the most brilliant addresses of the Convention, on "The Public Library," comparing the library (1) to a museum, carefully guarded; (2) to a penitentiary of books; (3) to a department store of books; and, finally, (4) to an "Inn of Books," where we would meet on friendly terms such worthies as Socrates, Horace, Pepys, Bacon, Shakespeare, and scores of other famous authors.

*July 2nd, afternoon.*—Carl B. Roden gave a paper on "Book Advertising." Another on the same subject was read for Miss Miller by Mr. Wellman, as proxy. At the General Sessions, held in the mornings, I heard addresses delivered by the President of the A.L.A., Mrs. Elmendorf, on "The Public Library," and Senator W. H. Hatton, who spoke on "Publicity for the Library." Many other addresses were delivered at these sessions, all of which proved very instructive.

A point well brought out in the meetings in the Reference Section, and which was discussed at one of the general sessions, was the value of a good Reference Library. A number of business firms in the United States have "special libraries" in their offices, and, in fact, one firm has three librarians on its office pay-roll.

The key-note of the whole Convention was how to give publicity to the public library; how best to bring it before the public, and how to make it of the greatest use to all.

In the Special Sessions, devoted to classification, cataloguing, and subject headings, great stress was laid upon uniformity and simplicity.

PATRICIA SPEREMAN."

## CANADA'S NATIONAL LIBRARY

"Strictly speaking, Canada has no national library. . . . A movement is now on foot for the establishment of a national library, either as a separate institution or by broadening the functions of the present library of Parliament. . . . Let the government adopt the policy of a national library; erect a suitable building for its accommodation in some central locality; and remove from the Library of Parliament at Ottawa to the national library all books and other material that would properly find a place in such an institution, but which serve no very useful purpose in a purely legislative library. . . . For years past, however, it has become increasingly difficult to make any effective use of the Library of Parliament, owing to the crowded condition of the shelves. . . . Out of the impossible situation into which the Library of Parliament has been driven may be drawn a conclusive argument in favour of the establishment of a great Canadian national library, in a building designed upon equally beautiful but more practical lines."—Lawrence J. Burpee, in *Library Journal.*

The following resolution was passed at the American Library Association Conference at Ottawa:

"*Resolved.* That the American Library Association, as an international organization, has viewed with profound satisfaction the project for the establishment of a National Library in and for the Dominion of Canada, and takes pleasure in joining the Royal Society, the Ontario Library Association, and other learned societies in Canada, in respectfully urging upon the Government of the Dominion the vital importance of such an institution in the fostering and conservation of the intellectual resources and national spirit of Canada; and further, in urging upon the government the desirability of effecting such establishment at the earliest possible moment."

**List of Library Delegates from Ontario present at the A. L. A. Conference at Ottawa whose expenses were in part paid by the Ontario Government**

Baxter, Marion, asst. Librarian, London.
Beatty, Alma, Librarian, Pembroke.
Black, Mary, Librarian, Fort William.
Brydone, William, Trustee, Clinton.
Butters, Mary, Librarian, Niagara Falls.
Byam, Charles, Chairman Library Board, New Liskeard.
Calder, Mary, Librarian, Fenelon Falls.
Cameron, A. W., ex-Presdt. O. L. A.
Carson, W. O., Librarian, London.
Caswell, E. S., Sec.-Treas. P. L., Toronto.
Champion, Miss, Librarian, Sault Ste. Marie.
Charteris, Dr. C. R., Presdt. O. L. A., Chatham.
Cuttle, A. H., Trustee, Collingwood.
Climie, Lillian, Librarian, Listowel.
Dunham, B.A., Mabel, Librarian, Berlin.
Elliott, Thos. E., Secretary, Kenora.
Grant, D. M., Trustee, Sarnia.
Hardy, His Honor Judge, Trustee, Brantford.
Hardy, E. A., Sec. O. L. A., Toronto.
Harris, Miss A. M., Librarian, Guelph.
Hunter, Adam, Librarian, Hamilton.
Imrie, Wm., Librarian, Tillsonburg.
Jardine, Isabella, Librarian, Hespeler.
Johnston, Louise, Librarian, Stratford.
Kennedy, Annie, Librarian, Kingston.
Kerr, Jessie, Librarian, Brussels.
Kopp, Adeline, Librarian, Palmerston.
Locke, George H., Chief Librarian P. L., Toronto.
McKellar, Janet, Librarian, Ingersoll.
Millard, Alice, Librarian, Galt.
Reid, Jean S., Librarian, Chatham.
Ritchie, Hazen, Chairman L. B., Peterborough.
Robb, Miss, Librarian, Woodstock.
Scott, Victoria, Librarian, Owen Sound.
Stewart, Margaret, Librarian, Brockville.
Sine, Clifford, Sec. P. L., Gananoque.
Sutton, Edith, Librarian, Smith's Falls.
Tamblyn, W. W., Trustee, Bowmanville.
Walker, Alex., Librarian, Belleville.
Wink, Mrs., Librarian, Port Arthur.

**Other Ontario Library Representatives Present**

Ault, A. W., Trustee P. L., Ottawa.
Banton, T. W., Trustee P. L., Toronto.
Barnett, J. Davis, Sec.-Treas. P. L., Stratford.
Barnstead, Winifred G., asst. Catalog., P. L., Toronto.
Barry, May H., asst. Geological Survey L., Ottawa.
Bligh, Harris H., Libn. Supreme Court, Ottawa.
Boyle, Gertrude M., asst. Catalog., P. L., Toronto.
Calhoun, Marion, asst. libn. in Geological Survey, Ottawa.
Casey, Magdalen, in Archives Library, Ottawa.
Davis, Eva, asst. P. L., Toronto.
DeCelles, Alfred D., libn. of Parliament, Ottawa.
Drysdale, Sara E., head Circ. Dept., P. L., Ottawa.
Dwight, Edith C., Libn. Ont. Agric. College, Guelph.
Eakins, Wm. Geo., Libn. Law Soc. Upper Canada, Toronto.
Greene, Ainslie W., Chairman P. L., Ottawa.
Hamilton, W. J., Chairman P. L., Fort William.
Holmden, Kate, asst. P. L., Ottawa.
Huestis, A. E., Trustee P. L., Toronto.
Jolicoeur, Marie E., asst. P. L., Ottawa.
McCormick, M. C., asst. L. of Parliament, Ottawa.
Macdonald, Mrs. A. C., in P. L., St. Thomas.
McElroy, Annie, asst. P. L., Ottawa.
Martyn, A. E., Ottawa.
Masson, Annie A., catalog. P. L., Ottawa.
Moir, Elizabeth, ref. libn., P. L., Toronto.
Nursey, W. R., Supt. Pub. Libraries, Dept. of Education of Ontario.
Proylx, Adelard E., ref. asst., P. L., Ottawa.
Read, Eva G., Hon. Lib. Women's Can. Hist. Soc., Ottawa.
Shearman, Edna M., Dept. of Labour, Ottawa.
Smith, M. E., Trustee P. L., Niagara Falls.
Spereman, Patricia, Official Cataloguer, Pub. Libraries, Dept. of Education of Ontario.
Sproule, Jessie, asst. P. L., Ottawa.
Staton, Frances M., asst. ref. Dept. P. L., Toronto.
Sykes, W. J., libn., P. L., Ottawa.

### Other Canadian Library Representatives Present

Calhoun, Alexander, Librarian P. L., Calgary, Alta.

Crevecoeur, P. B. de, libn. Fraser Institute, Montreal.

Gould, Charles H., Librarian McGill Univ., Montreal. Ex-Pres. Am. Lib. Association.

Hall, Bessie G., Trav. Lib. Dept., McGill Univ., Montreal.

Honeyman, J. R. C., libn. P. L., Regina, Sask.

Houston, Charlotte S., asst. McGill Univ. L., Montreal.

Jackson, Emeline, asst. P. L., Winnipeg, Man.

Jackson, Henrietta, asst. libn., P. L., Winnipeg.

Lomer, D. A., asst. McGill Univ. L., Montreal.

O'Meara, Eva J., asst. McGill Univ. L., Montreal.

Robertson, J. P., Librarian Provincial Lib. of Manitoba, Winnipeg.

In addition to the above, over fifty other ladies and gentlemen from various points in Ontario and outside provinces registered.

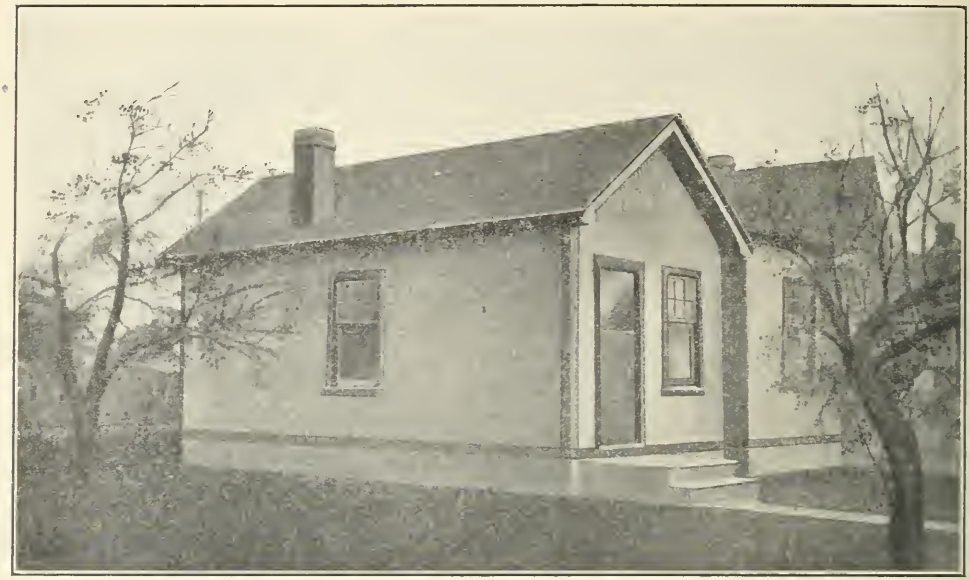
#### HON. MARTIN BURRELL, MINISTER OF AGRICULTURE, ALSO "MINISTER OF COPYRIGHTS."

*Spoke enthusiastically and delightfully of the value of books and the habit of good reading and the greater ease with which books could now be secured than formerly. I append a brief quotation:*

"I have heard it said by some skeptical gentlemen that it is true that a librarian never reads a book; in fact, that he cannot be a perfect librarian and read, because he is immediately lost. I do not like to hold that view. I rather hold to the view that the ordinary librarian, perhaps I should say the model librarian, should be a guide, philosopher and friend, and I do not doubt that many of you are very real guides, philosophers and friends to those who are seeking for perhaps they know not what, and whom you can direct in right channels with incalculable good to their after life. It is absolutely true that in our modern life we need that guidance. I do not know that I could put it better than in the words of another great book lover, and good library lover, too, our friend Robert Louis Stevenson of imperishable memory, who said once there was a sort of dead-alive, hackneyed people in the world who if they were not engaged in a conventional occupation were in a state of coma; that the few hours they did not dedicate to a furious toiling in the gold mill were an absolute blank. It is your high privilege to supply the blank; it is your priceless privilege to fill the hours of life which have to be a blank because we cannot train ourselves for them in this more material age—to fill them up with a companionship and with an influence of the great thoughts of the great writers of all ages."

### FICTION

I have recommended that—for the purpose of extending to the Public Libraries greater inducements to purchase the works of those authors familiarly known as writers of "Standard" Fiction, and so give further aid to the smaller libraries while encouraging the circulation of purer literature—certain works of Fiction of certain dead authors be treated as Non-Fiction by the Department of Education, but in so far only as this ruling applies to and would effect the classification of books as recorded in the annual reports of the Libraries of the Province. There are difficulties, however, in the way of bringing this suggested change into operation that entails careful consideration.



**Runnymede Public Library**

The Runnymede library was designed and constructed by the members of the Board of Trustees. Some contributed the post-holes, another volunteer built the chimney, others shingled the roof, or fitted doors and windows and equipped the interior, while the women workers supplied the tea and toast. It is an example to all apathetic Library Boards of what can be accomplished by courage and the co-operation of brain and brawn. The characteristics of these conspirators are very much in evidence in the portrait group on page 659.

**Regina (Saskatchewan) Public Library**
Almost destroyed by a hurricane, June, 1912

## "THE TRUSTEES' DUTY TO THE PUBLIC"

At the meeting of the Trustees' section at the thirty-fourth annual meeting of the American Library Association on Friday evening, June 28th, at the Chateau Laurier, Ottawa, Mr. W. T. Porter, of Cincinnati, Chairman of the Section, presiding, and Mr. T. L. Montgomery, Librarian of the Pennsylvania State Library, acting as secretary, the following paper was given by Mr. Walter R. Nursey, Inspector of Public Libraries of the Province of Ontario, on "The Trustees' Duty to the Public":

You have already listened to a most informing address delivered by Mr. Green, on behalf of Dr. Klotz, on "The Trustees' Duty to the Library."

In my own case, I have to seek a little latitude. My mission is to improve the opportunity, and, while begging you to forgive at times the inevitable introduction of the "personal equation," before submitting my story and views of a live trustee, let me sketch the conditions that confront us in Ontario to-day.

I do this with the object of eliciting from you, ladies and gentlemen, who have already won your wings or your spurs in the service of library essentials, words of encouragement and some common sense advice. Advice as to how you consider from the co-operative view, we can better trim our sails in the future so as not to miss any of the breeze that to-day seems disposed to favour us.

> "We have not wings, we cannot soar
> But we have feet to scale and climb."

And, believe me, we will use "both feet" to the extent that providence has allotted us these extremities, to the limit of our possibilities and to the best of our ability.

In Ottawa to-day over 150 of the library workers of Ontario, almost all members of the Ontario Library Association, your sister association, to whom I understand you have not yet been officially introduced by the local Committee, are welcoming you as best they can, in your pacific invasion. We are proud to extend to you a Canadian greeting, to proffer the "glad-hand" without any reservations, wholly unafraid of the possibility of that brand of reciprocity that might find either of us one day the political "adjunct" of the other.

In meeting you here to-day, I recognize only too well that subjects of vital and universal interest to all library workers are being discussed at this notable convention by men and women prominent in the library field and in related branches of endeavour.

Surely this will insure the creation of a wider range of library vision and the acquirement of a fund of every day practical knowledge of the greatest value, if those who attend resolutely prepare to profit by the opportunity. There is little doubt, sir, that not only should every delegate return home inspired and doubly enthused, but it should be the special object of every Ontario representative to see that the pleasant cords that already knit together the brotherhood and sisterhood of library workers of this continent will be tied still closer through this Conference by a broader bond of interest.

Not only will this interchange of expert knowledge help to better qualify our trustees, our librarians, and those other library enthusiasts for their rapidly compounding responsibilities, but the publicity given to these proceedings must compel wider recognition of the library movement which, as a matter of fact, makes for the practical enlightenment of every citizen, no matter what the pattern of the flag to which he owes his allegiance.

The deliberations of the members of this Conference, hand-in-hand under the two flags of Canada and the United States, that stand specially for liberality of thought and educational progress, should surely result in the extension of library learning.

It is well for us to remember, to whatever country we owe allegiance, we should be stirred by one purpose only, a common purpose that recognizes neither international barriers nor impalpable lines of latitude; our great aspiration being to increase the spread of pure literature, the democracy of letters through the co-operation of the Public Library which, as an educational factor, is soon destined to be recognized as of equal importance with university, college, or school.

From the wise declaration of your President—who with a woman's clever intuition of what was most needed—when she registered as the motto of this conference the word " co-operation " and as a keynote the "relations of the library to the individual," I am encouraged to ask your tolerance, accepting your promise of "co-operation" as my excuse and salvation while I enumerate the trustee's responsibilities to the public from an Ontario point of view.

Before submitting to you my views on the trustees' duty to the public let me however first briefly recite library conditions that at present prevail in Ontario. Ontario practically, is the only province in the Dominion of Canada that has an aggregation of public libraries, 434 in all, supported in part by the local legislature under the fostering care of a sympathetic Minister and Deputy Minister of Education and a very liberal Government.

The first library organized in this province, then Upper Canada, was at Niagara-on-the-Lake in 1800. In 1835 the first legislation dealing in any way with the library movement was passed and the same year the first government aid was granted. In 1851 a new Act was introduced creating what were known for many years as the Mechanics' Institutes, the authorities believing that technical books for the working classes were not less important than those for the learned professions. At this time only $2.000 per year was appropriated, and this was found utterly insufficient for the purpose. In 1869 general literature was recognized in Upper Canada in this connection, in addition to the acquisition of technical books. In 1882 the first Free Library was organized in Canada, at Toronto. In 1900, following upon the good example set by your organization, the Ontario Library Association was instituted, but it was not until 1909 that the present Ontario Public Library Act was passed by the legislature, under which all Public Libraries, Free and Association, are now organized and controlled. Today we have 140 Free Libraries and 244 Association Libraries in this province operating under the provisions of this Act.

It is not pertinent to the title of this paper, nor is it the time to explain the procedure that has to be followed in organizing a Public Library under this Act, neither are you concerned about the process of conversion of an Association library into a Free one, or the various obligations that have to be assumed by the ratepayers; it is my duty to point out the general duties of the trustees of a legally organized library towards the public.

In Ontario, whether the library is Free or Association, the financial and domestic affairs of both are under the supervision of a Board of Trustees, the only difference in these two Boards being that, in the case of a Free Library, the governing body is called a Library Board, and, in the case of the Association Library, a Board of Management; the financial responsibilities are not altogether the same, for while the trustees of the Free Library are custodians and paymasters

of an income derived from the special rate levied yearly for library purposes by the municipality, the Board of an Association Library has no fixed income to disburse, the Association Library being supported largely by the fluctuating fees of its members.

The rates levied to support a free library vary, and are based principally, as in many instances in your own country, on population, and range from a minimum rate of one-quarter of a mill on the dollar to a maximum of three-quarters of a mill. In the case of both classes of these libraries government aid is extended in the form of a yearly grant based upon the annual report of the expenditure of the library upon books and paid in conformity with the Libraries Act, subject to departmental regulations.

Once a library in Ontario accepts a government grant, it automatically becomes a "Public Library." Thence forward it is amenable to the provisions of the statute and failure to keep open or render an Annual Report to the Department of Education for two consecutive years is the signal for dissolution. In other words it commits suicide. The Minister may then take possession of all its books, its magazines and periodicals and dispose of them as he may deem best. Further, if a library fails in any year to comply with the Regulations, the Minister has power to withhold the whole or a portion of the government grant for that year.

The Ontario Act, as you have seen, provides for two classes of libraries, both of which are Public Libraries; the business of both classes being administered by a Board of Trustees, one of whom is elected Chairman, and while the responsibilities of these boards is greater in the case of Free Libraries, both have equal, if not similar obligations as custodians in law of the people's interests.

Before proceeding to submit my own ideas of what appears to be the most important, if, perhaps, the unwritten duties of a *free library* trustee to the public, and which I present with extreme diffidence in the presence of so many experts, let me briefly enumerate what are the legal obligations of a trustee in this Province as set forth in the statute regulating the same at the present time.

These powers are vested in the Mayor, or Reeve, as the case may be, with three other members appointed by the local municipal council, three by the local Public School Board or Board of Education, and two by the Separate School Board representing the Roman Catholic section of the community; nine trustees in all who elect their chairman and retire annually in rotation. These trustees forfeit their position if they absent themselves from three consecutive monthly meetings without leave.

The legal duties of these trustees consist in the general management, regulation and control of the library and reading-room, entailing the securing, erecting or renting of the necessary buildings for the purpose of the library and reading-room, and the purchase of books, newspapers, magazines, maps, etc., illustrative of the arts and sciences for the library reading-room and museum. These responsibilities are further increased by the necessity for keeping the building and its contents in a proper state of preservation and repair and to provide the necessary fuel, lighting and for other necessities and accommodation, and also the appointment or dismissal at pleasure of the officers and servants of the Board.

The Board is also obliged to make rules for the use of a library reading-room and museum and for the admission of the public thereto and for the general management of the library, its reading-room, museum, evening classes and art school and of all property under its control. For breaches of any of its rules, it may impose penalties not exceeding $10.00.

At least two of these nine trustees should be women; women who have won a record for activity and good common sense in their departments of business.

Boards though given great latitude are not permitted to determine the age limit for children's entrance into the library, nor in the case of adults can they deny them free access to the books of the library without first presenting their reasons for so doing to the Minister of Education and obtaining his assent.

The trustee, if he would live up to his obligations, must be the last word in library government. He must also be an initiator, ever on the alert to devise some plan to arouse interest and stir up enthusiasm. According to his environment, he must also be a novelist in the sense of devising attractions that will specially appeal to the local wants of his particular community. To do this capably and profitably he should be a past master in the art of discrimination in respect to the fitness of things.

It is also the duty of the faithful trustee to encourage the public to realize that it is the librarian, not the trustee, who is the real pilot of the ship, and jealously uphold the hands of that important official. Unfortunately the library has sometimes been converted into an asylum for the village derelict whose unfitness for any ordinary business pursuits would seem to be the highest passport possible, his incapacity emphasizing in the minds of some trustees his apparent suitability for the position.

Summarising the situation, we find the general importance of the position of a trustee viewed from the "Library Act" point of view to be that:

(1) He holds the property of the library in trust for the whole community.

(2) That the Board has the same standing as any other corporate public body, town council, school board, board of education, etc.

(3) That the trustees alone can manage public library affairs and that they have the exclusive authority to pay the rent, or to build or sell property, subject to the statutory provisions.

(4) That they have the power both to raise and expend money for library purposes.

(5) That they can demand certain moneys from the municipal council ranging from a quarter of a mill up to three-quarters of a mill on the dollar of the total annual municipal assessment following the legal mandate of the ratepayers.

(6) That the trustees alone are empowered to employ or dismiss the librarian and other members of the staff.

(7) And that they alone are responsible to the public.

Their importance, if further evidence were wanting, is established by the development of the library movement in the Province of Ontario, demonstrated by the fact that, as individuals, they have been active in founding and maintaining the Ontario Library Association. Hence, it is easy to understand that the hope for the real and lasting expansion of library work largely depends upon the educating of the trustee up to the sane realization of his responsibilites.

In order to have a fair understanding of the trustee's many obligations, we must consider the duties he is called upon to perform in connection with his own library. He should be present and assist at the Easter meetings of the Ontario Library Association and attend the Library Institutes which are yearly held in each of the fourteen Library Districts into which the Province has been carved for this purpose. As an evidence of the material of which the ordinary trustee is made, it is well to note that out of nine Presidents who up to the present time have filled that office in the Ontario Library Association between the years 1900

and 1912 six at one time or another have been library trustees. Eighty trustees were active officers of these Library Institutes in 1911, and of these at least 75 gave papers or addresses during the year ending April, 1912.

The importance of the position of the trustee is further emphasized by his standing in the community. An examination of the list of the trustees in this Province reveals a variety of occupations. It shows that both business men, bankers, manufacturing firms, housewives, clergymen, teachers, doctors, lawyers, newspaper men and even civil servants, with many others, have joined with librarians in this most commendable work and are devoting a great deal of time and thought to the development of the public library movement. Surely it is not too much to expect that from a group of people of such diverse occupations a tremendous forward movement should ultimately develope a more favourable sentiment among the masses by arousing in them a realization of the value and the needs of the public library.

Wonderful opportunities for extending the influence of clean literature are held by every trustee in the hollow of his hand, and the literature of the library taken in all its bearings forms the great line of demarcation between the human and the animal kingdom. Hence, the sane and intelligent co-operation of morally well-balanced men and women should be sought. Not merely that of the professional educationist, who not infrequently is apt to be somewhat narrow in his vision; "not the mere literary triflers or amateur performers," nor the league of superficial progressives who amuse themselves by lopping off the branches of an evil, but rather the strong and impatient workers, the real trail-makers who strike at the roots. Often in a rough and most unpromising exterior we find the very elements and characteristics we have long sought in vain.

Now, as I no more wish than you do, that I should wander into the elusive wilderness of theory, but rather stick to the hard highway of facts—having already described his legitimate responsibilities—allow me to emphasize for your consideration an epitome of my crude conception of the trustee's duties to the public.

In and out of season, first, last, and all the time, in addition to his statutory obligations, the trustee should make the welfare of the librarian his great concern. What the pilot is, what the sails are, what the wheel and the propelling power are, individually and collectively to the ship—so is the librarian to the library. It is quite conceivable that a library could exist without a trustee, but almost inconceivable that it could exist without a librarian.

In Ontario we are doing all we can to elevate the social status of the librarian as well as her status in the army of intellectual workers. We have Summer Library Schools and Library Institutes to encourage her in her ambitions and to improve her knowledge. I am persuaded that on the walls of every library might well be written in large characters and without any suspicion of disrespect "God Bless our Librarian." I refer, of course, to the faithful efficient librarian with a proper conception of her own duties who should be honoured in the community by virtue of her position entailing such profound responsibilities. Her smallest act of official consideration, to her juvenile readers especially, leaves a widening ripple of influence the far-reaching effects of which can scarcely be over-estimated. The librarian, unless it is obviously inopportune, should also without doubt be invited to attend every meeting of the trustees and share their undivided confidence, and the importance of her position and her individuality should never be dominated or over-shadowed by the personality of the trustee. Her suggestions wherever possible should be respected, deferred to and acted upon, and every point strained to give her a living wage as nearly commensurate as circumstances will permit with a due

and extreme regard for the importance of her task—at best, a somewhat thankless one.

The next first obligation of the trustee to the public is to see to it that no stone is left unturned in an effort to establish a juvenile department for the exclusive use of the children.

I am a strong advocate for Sunday opening wherever it can be accomplished without interfering with the conscience or freedom of the employee, and if exempt from hardship. I further believe that every trustee should permit the purchase of books relating to any religious belief recognized in a Christian country providing that they are not of a controversial nature, and that he should actively co-operate with the librarian in the selection of the really best current literature, both books and periodicals, giving Fiction, say, a 50 per cent. maximum at the most.

Last, but not least, in this, I am sure, most tiresome confession, I maintain that it should be a man trustee's greatest pleasure and manifest duty to secure the co-operation of at least two capable women workers to share his responsibilities as co-trustee, that is, if he has a really true conception of the relation of the librarian to the individual.

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## THE LIBRARY TRUSTEE

### Current Opinions of Some Well Known Library Authorities

*Lib., Q.* 6.—When one accepts an appointment as trustee on the board of a public library, he should realize that certain responsibilities go with the honour. "Nevertheless there are those who accept this position tendered them by the Mayor with little feeling of responsibility, and apparently little interest in the institution which is under the control of the Board of Library Trustees. Monthly meetings should be held; in some cases, however, quarterly meetings seem to suffice. Iowa now has an amended library law, which provides that absence from six consecutive meetings of the Board, except in certain excusable cases, shall create a vacancy.

*E. E. Clarke, Vermont.*—The Superintendent of Schools and the Mayor may be members *ex officio.* Grand Rapids has five Library Commissioners. Each serves a term of five years, and only one is elected each year. This arrangement of holding over of four members each year and election of only one member of the Board each year assures stability and continuity of management.

*G. B. Utley, Lib. Occurrent.*—It is not the duty of a Trustee to be a spy on the Staff. The most important duty of a Trustee is the selection of the Librarian. No Library can serve its constituents, the public, to its full power, without an experienced and capable Librarian. When a good Librarian has been found, her Trustees should treat her accordingly. She is worth the best salary they can afford, and when she is worth an increase, she should not be allowed to ask for it before it is offered.

*J. L. Farrington, Ia. Lib., Q.* 5.—The home library should be visited frequently, and the Trustee, in his travels, should visit and inspect libraries, thus broadening his knowledge.

*M. Dewey, Lib. J.*, 31.—The function of the Trustee is legislative, and that of the Librarian, administrative.

*D. C. Thomas. Lib. Occurrent.*—All matters of detail should be left to the Librarian, who is now responsible to the Board for the conduct of the Library. If a Librarian is to be held for the results of his work, then he must be given ample scope in which to do his work. The Librarian should attend all meetings of the Board, and report at each meeting the number of books circulated, and the number of members taking books. The Library Board should be friendly with the City administration and keep the City administration friendly with the Library.

*M. B. Palmer. North Caro. Lib.*—The ideal Trustee is the practical, clear-headed man of affairs, with a large acquaintance and a wide influence, who, though he may not know much about the Library, is willing to learn something of its work, and will give his time and attention when needed, and will leave the Librarian to decide the matters of the routine of the Library. The man to be selected, not because of his wealth and influence, but who is willing to give his time to the Library. Not the one who does not care to.

*W. L. Lamb, Minn. Pub. Lib.*—In my limited experience, I believe that the lady makes the best trustee.

*D. P. Corey, A.L.A., Bul.*, 1.—Most of the weaknesses and evils in the Library boards have their root in the methods by which such boards are chosen. The appointing or electing powers should have a better knowledge of libraries, their aims and proper methods.

*W. D. Willard, Minn. Pub. Lib.*—The Trustee should feel deeply the value of a Library as a part of the educational system of the community, and he should be willing to give time and energy to public service. A successful business man, a popular man, a reasonable man, ready to admit that those who have made special study of problems are generally better qualified to speak wisely on them. The Trustee should be a man of sufficient moral strength and backbone to resist outside pressure for the appointment of incompetent or undesirable employees, and to see to the removal of any who have proven themselves inefficient or useless, without fear or favour. The efficiency of the Library should be the first consideration.

*E. W. Gaillard, Lib. J.*, 30.—Library Boards are too frequently formed from the scholastic, the literary class, and not from the producer class.

*Mrs. H. M. Towner, Ia. Lib. Quar.*, 5.—Perhaps the Trustees of a small Library may not have realized that the efficiency of their Library might be greatly increased, if it could be arranged to pay enough to employ a Librarian *with at least summer school training.*

*H. M. Utley, Lib. J.*, 31.—A Trustee should have some obvious fitness for the work. He should not be so busy with his own affairs that he can give no time to the Library. Trustees should make few restrictive rules, and should allow the Librarian great freedom.

*J. Patton, Lib. J.*, 31.—It is the business of the Librarian to make the selection of books to be purchased, and the Trustees should approve the selection.

Discussion upon Mr. Nursey's address on "The Trustee's Duty to the Public" brought out the interesting fact that the Ontario Library Association included in its membership almost as many trustees as librarians. Mr. R. R. Bowker of the *Library Journal*, N. Y., suggested that those from the States interested in library development should seek to follow the Ontario example in this respect, and obtain more active participation from trustees and the Library Association. Dr. C. R. Charteris, President of the Ontario Library Association, gave further word on the relation of trustees to the library organization in Canada, and T. W. Banton, trustee of the Toronto Public Library, who had been present at the Magnolia Conference, spoke of his disappointment in finding so little participation by trustees in that meeting. The officers of the section were re-elected for another year: Chairman, Mr. W. T. Porter, Trustee Cincinnati Public Library; Secretary, Mr. T. L. Montgomery, Librarian, Pennsylvania State Library.

### County Libraries—Some Press Opinions

"All who are interested in library extension in this State will follow with keen interest the workings of the new provision in the State law, authorizing either the establishment by popular vote of a county library system, or the securing of library privileges for the people of the whole county by means of a contract between the county board of supervisors and any public library in the county. . . . A serious difficulty is the inertia of people living in the rural districts, . . . There are a few counties which appear now to be ready to take the lead in this matter. Let them but demonstrate the success of the plan, and many others will follow in due order."—*New York Libraries.*

"The time has now come when libraries do not simply stand for a collection of books, but that the purpose of the library is to see to it that information, not necessarily books, be taken to the people. . . . The people in the community, the people doing the world's work, are equally powerful, and more so, with respect to doing actual things right out in the country. . . . So you librarians, if you will select six persons in your village or in your community who stand for success there, and advise with them as to what books are best for your wants, you have taken a long step towards success."—*Prof. Tuck, in Library Journal. New York.*

## TRAVELLING LIBRARIES

List of Travelling Libraries—"Fixed" and "Openshelf"—that were loaned to small Public Libraries, Association Libraries, Women's and Farmers' Institutes, Communities, Study Clubs and Technological Collections, during the year ending October 31st, 1912:—

Those marked with an asterisk (*) are *New* places, 80 in all.

| Name | Total Number Loaned | To Public Libraries | To Women's and Farmers' Institutes | Communities and Study Clubs |
|---|---|---|---|---|
| 1*Alderdale | 1 | .... | F.I. | ..... |
| 2*Alma | 1 | P.L. | ..... | ..... |
| 3 Antrim | 1 | .... | W.I. | ..... |
| 4*Arkona | 1 | P.L | ..... | ..... |
| 5 Aspdin | 2 | .... | W.I. | ..... |
| 6 Auburn | 1 | P.L. | ..... | ..... |
| 7 Beamsville | 1 | P.L. | ..... | ..... |
| 8*Ballinafad | 1 | .... | W.I. | ..... |
| 9 Bancroft | 3 | .... | W.I. | ..... |
| 10*Bedworth | 1 | .... | W.I. | ..... |
| 11 Berlin (1) | 1 | P.L. | ..... | Tec... |
| 12*Berryland | 1 | .... | W.I. | ..... |
| 13 Brantford | 1 | .... | ..... | S. C... |
| 14*Bluevale | 1 | .... | W.I. | ..... |
| 15 Bridgeburg | 1 | P.L. | ..... | ..... |
| 16 Burgessville | 1 | P.L | ..... | ..... |
| 17 Brouseville | 1 | .... | W.I. | ..... |
| 18 Bowmanville | 1 | P.L | ..... | ..... |
| 19 Berkindale | 1 | .... | W.I. | ..... |
| 20*Billings | 1 | .... | W.I. | ..... |
| 21*Brooklyn | 1 | P.L. | ..... | ..... |
| 22 Bobcaygeon | 1 | .... | W.I. | ..... |
| 23 Burlington | 1 | P.L | ..... | ..... |
| 24*Bromley | 1 | .... | W.I. | ..... |
| 25*Beechwood | 1 | .... | W.I. | ..... |
| 26 Brooksdale | 1 | .... | ..... | R.C... |
| 27*Croton | 1 | .... | W.I. | ..... |
| 28 Cranbrook | 1 | P.L. | ..... | ..... |
| 29 Cobourg | 1 | .... | W.I. | ..... |
| 30 Cobourg | 1 | P.L. | ..... | Tec... |
| 31*Cochrane | 1 | P.L. | ..... | ..... |
| 32*Carlyle | 1 | .... | W.I. | ..... |
| 33*Cedar Springs | 1 | .... | W.I. | ..... |
| 34 Caledonia | 1 | P.L. | ..... | ..... |
| 35 Creemore | 1 | P.L. | ..... | ..... |
| 36*Comnock | 1 | .... | W.I. | ..... |
| 37*Charlton | 1 | .... | W.I. | ..... |
| 38*Chatsworth | 1 | .... | W.I. | ..... |
| 39*Corbetton | 1 | .... | W.I. | ..... |
| 40*Chester's Corners | 1 | .... | W.I. | ..... |
| 41 Dundonald | 2 | .... | W.I. | ..... |
| 42 Delaware | 2 | P.L. | ..... | ..... |
| 43*Dalston | 1 | .... | W.I. | ..... |
| 44 Essex | 1 | P.L | ..... | ..... |
| 45 Elgin | 1 | .... | W.I. | ..... |
| 46*Eberts | 1 | .... | W.I. | ..... |
| 47*Echo Bay | 1 | .... | W.I. | ..... |
| 48*Elmview | 1 | .... | W.I. | ..... |
| 49*Fernhill | 1 | .... | W.I. | ..... |
| 50 Forest | 1 | .... | ..... | S. C... |
| 51*Foxboro' | 1 | .... | W.I. | ..... |
| 52*Fonthill | 1 | P.L. | ..... | ..... |
| 53 Gooderham | 2 | .... | W.I. | ..... |
| 54*Garden Hill | 1 | .... | F.I. | ..... |
| 55*Gananoque | 1 | P.L. | ..... | ..... |
| 56 Glanworth | 1 | .... | W.I. | ..... |
| 57 Gorrie | 2 | P.L. | ..... | ..... |
| 58 Gravenhurst | 1 | P.L. | ..... | ..... |
| 59*Gelert | 1 | .... | W.I. | ..... |
| 60*Goodwood | 1 | .... | W.I. | ..... |
| 61*Haliburton | 1 | P.L. | ..... | ..... |
| 62 Hanover | 1 | P.L | ..... | Tec. |
| 63*Handbury | 1 | .... | W.I. | ..... |
| 64*Hillsburg | 1 | .... | W.I. | ..... |
| 65 Hyde Park | 2 | .... | W.I. | ..... |
| 66 Hymers | 1 | ... | W.I. | ..... |
| 67*Hamstead | 1 | .... | W.I. | ..... |
| 68*Islay | 1 | .... | W.I. | ..... |
| 69 Jupiter Mines | 1 | .... | ..... | C. |
| 70 Jarvis | 1 | P.L. | ..... | ..... |
| 71*Jerseyville | 1 | .... | W.I. | ..... |
| 72*Kleinburg | 1 | .... | W.I. | ..... |
| 73 Kerwood | 1 | .... | W.I. | ..... |
| 74 Kakabeka | 1 | .... | ..... | C. .... |
| 75 Kenilworth | 1 | .... | W.I. | ..... |
| 76 London | 1 | P.L | ..... | Tec. |
| 77 Laurel | 1 | .... | W.I. | ..... |
| 78 Lyn | 2 | P.L. | ..... | ..... |
| 79*Minesing | 1 | .... | W.I. | ..... |
| 80 Magnetawan | 2 | .... | W.I. | ..... |
| 81*Middleville | 1 | P.L. | ..... | ..... |
| 82 Maynooth | 1 | .... | ..... | C. |
| 83 Merlin | 1 | P.L. | ..... | ..... |
| 84*Mendemoya | 1 | .... | W.I. | ..... |
| 85*Manvers | 1 | .... | W.I. | ..... |
| 86*Millgrove | 1 | P.L. | ..... | ..... |
| 87 Milton | 1 | .... | W.I. | ..... |
| 88 Mallorytown | 1 | P.L. | ..... | ..... |
| 89 Newboro' | 3 | .... | W.I. | ..... |
| 90*North Cobalt | 2 | .... | W.I. | ..... |
| 91*Oak Ridges | 1 | .... | ..... | C. |
| 92*Oakdale | 2 | .... | W.I. | ..... |
| 93*Owen Sound | 1 | .... | W.I. | ..... |
| 94*Orkney | 1 | .... | W.I. | ..... |
| 95 Palgrave | 1 | .... | W.I. | ..... |
| 96 Peterborough | 1 | P.L. | ..... | Tec. |
| 97*Petherton | 1 | .... | W.I. | ..... |
| 98*Plattsville | 2 | P.L | ..... | ..... |
| 99*Roseneath | 1 | .... | W.I. | ..... |
| 100 Runnymede | 3 | P.L. | ..... | ..... |

**Travelling Libraries—Continued**

| Name | Total Number Loaned | To Public Libraries | To Women's and Farmers' Institutes | Communities and Study Clubs | Name | Total Number Loaned | To Public Libraries | To Women's and Farmers' Institutes | Communities and Study Clubs |
|---|---|---|---|---|---|---|---|---|---|
| 101*Rednersville | 1 | .... | W.I. | ..... | 121*Uno Park | 1 | .... | W.I. | ..... |
| 102 Richmond Hill | 1 | P.L. | ..... | ..... | 122*Wellburn | 1 | .... | W.I. | ..... |
| 103*Rothsay | 1 | .... | W.I. | ..... | 123 Wallaceburg | 1 | P.L | ..... | ..... |
| 104 St. Jacob's | 2 | .... | W.I. | ..... | 124 Waterdown | 2 | P.L. | ..... | ..... |
| 105 South Mountain | 1 | P.L | ..... | ..... | 125 Williamsford | 1 | .... | W.I. | ..... |
| 106*Sanford | 1 | .... | W.I. | ..... | 126 Westover | 1 | .... | W.I. | ..... |
| 107*Sudbury | 1 | P.L. | ..... | ..... | 127 Warwick | 1 | .... | W.I. | ..... |
| 108 Sunnidale Corners. | 1 | .... | W.I. | ..... | 128 Whitby | 1 | P.L. | ..... | ..... |
| 109 Smith's Falls | 1 | .... | ..... | S.C... | 129*West Essa | 1 | .... | W.I. | ..... |
| 110*Scarboro' | 1 | .... | W.I. | ..... | 130*Windermere | 1 | .... | W.I. | ..... |
| 111 Sprucedale | 1 | .... | W.I. | ..... | 131*Woodstock | 1 | .... | W.I. | ..... |
| 112 Sault Ste. Marie | 1 | .... | W.I. | ..... | 132*Walter's Falls | 1 | .... | W.I. | ..... |
| 113*Shirley | 1 | .... | W.I. | ..... | 133*Wellington | 1 | .... | W.I. | ..... |
| 114*Springford | 1 | .... | W.I. | ..... | 134*Wallacetown | 1 | .... | W.I. | ..... |
| 115 Stirling | 1 | .... | W.I. | ..... | 135 West Toronto | 1 | .... | ..... | S.C. .... |
| 116*Sheffield | 1 | .... | W.I. | ..... | 136-147 Reading Camp Association per Rev. J. Fitzpatrick | 12 | .... | ..... | R.C. .... |
| 117 Thornloe | 1 | .... | W.I. | ..... | | | | | |
| 118*Tamworth | 1 | P.L | ..... | ..... | | | | | |
| 119 Thorold | 2 | P.L. | ..... | ..... | | | | | |
| 120*Thistletown | 1 | .... | W.I. | ..... | Total | 167 | .... | ..... | ..... |

## An Explanation

The total circulation of Travelling Libraries for the year ending October 31st, 1912, as shown on the above list, was only 167 as against 241 in 1911. A difference of 74 libraries. It is unnecessary to add that this is a deep disappointment to all concerned. These figures, however, it must be understood in no sense represent either a falling off in interest or in the applications filed, but is wholly consequent upon the removal of the offices of the Department of Education from St. James Square to the Parliament Buildings, Queen's Park. A large number of the Travelling Library Cases were pressed into service by various branches of the Department at that time for the safe transfer of official documents. Many of these cases have not even yet been released. In addition to this handicap, up to the date of writing, no shelf room has been provided in the new offices allotted to the Inspector of Libraries for the reception or shelving of books. These remain piled upon the floors without regard to classification. Until necessary accommodation is provided for the proper assembling of the various classes of books to fill waiting applications, the further loaning and circulation of the Travelling Library Cases is at a standstill. All this is very regrettable, as the well-matured plans and ambitious designs for increasing the circulation up to 300 in 1912 have completely failed. It has been impossible to meet the winter demand for libraries, which is greater than at any other Season of the year. The year 1913 is still before us.

### THE LIBRARY OF THE DEPARTMENT OF EDUCATION

The classifying and cataloguing of this important reference library is still proceeding. There is every indication that the representations made to the Minister by the Inspector that this work should be undertaken—if for no other reason than for its special educational value to the students of the Normal school—were based upon well considered reasons. This library is not a public library under the Act, nor does it come within the jurisdiction of the Inspector. Hence these comments are not ex-cathedra.

Personally, when first I assumed office as Inspector I realized that the educational library could not live up to its obligations as an instructor to Normal School students unless, to begin with, its books were systematically classified and catalogued. A very informing paper was read at the Ottawa Conference on "Teaching Library Use in Normal and High Schools" by Mr. F. K. Walter, Vice-Director of the N. Y. State Library School. "If pupils," said Mr. Walter, "are to be taught to use books it is obvious that the intelligent use of books must first be learned by the teachers." He further stated that:

"More and more Normal Schools were putting instruction in library methods on a par with other subjects by giving credits for it. No Normal School was doing its work well if it sent its students out unskilled in the use of the tools of their own trade—a course in the use of books and libraries. . . . The proper relations of school and public library certainly must be taught if any closer and more general co-operation of the two is to be brought about."

Hence, it is apparent that in the Toronto Normal School the purpose of a library course would be not only to teach the use of books, but to teach in addition the principles of their proper selection and enough of the essentials of library technique to enable the teacher to administer successfully a small school library and to understand the methods used in large libraries. The use of the accession book, the shelf-list, the catalogue, and the charging system, and a mind trained for classification, should surely be necessary parts of the equipment of any teacher who is likely to be put in charge of a school or class-room library. The library must always be recognized as an auxiliary of the greatest importance which aids all educational courses and interferes with none. For the Normal or High School student who might desire more advanced information the Ontario Summer Library School offers special facilities for this purpose.

Mr. Walter maintained that:

"In the High School the purpose should be to teach the pupils to use books efficiently in solving problems arising in individual experiences, but that the care and management of libraries could be legitimately taught only in so far as such knowledge helps the pupil to use libraries of all kinds more intelligently. . . . by sending pupils to the nearest library for all aid outside the text-book and by handing over to the nearest librarian all responsibility for teaching the use of books."

So far as Ontario is concerned, there can be no question that no High School course should be considered complete unless it cultivates friendly relations with the nearest public library and encourages the use of all libraries after the pupils have left school, by calling on them for aid while they are *still in school.* The wise school librarian makes every possible use of the public library.

Mr. Walter re-affirmed the contention of library workers everywhere, that as "education is a continuous process, started but not concluded in school, and that as education is not confined to books but books of the right kind are the best single aid to education, that the library is the only continuation school really practicable for all the people at all times and for all subjects, and like any other institution, its value increases in proportion to the intelligence shown in its use."

If, then, it is highly commendable to develop closer co-operation between two members of the so-called "educational trinity," the "church, the school and the library," the Educational Library in St. James Square may confidently be depended upon under the faithful guidance of Mr. Alley, its librarian, to further extend its educational usefulness to those students of the Normal School hungry for library knowledge, which object I dare to affirm is one of the primary reasons for its existence.

### Educational Influence of a Library

"As our colleges still stand for the utility of the general studies even in a career looking to vocation, so our libraries may well stand for the utility of the general literature, . . . for no other agency—not even the museum, or the art gallery, or the theatre, the opera house, or the concert hall, potent as may be the influence of these—matches the book in power and availability in this service, quickening the sensibilities, refining the taste, enlarging the understanding, diversifying the experience, warming the heart and clarifying the soul."—*Herbert Putnam, Librarian of Congress, Washington.*

### Bibliotheque Nationale

The Bibliotheque Nationale, which already possesses forty-four miles of shelves, will, within the next few months, add another five miles to its total. The big French library now contains considerably over 3,000,000 volumes, far beyond the number in other national libraries, but as an institution for students is much behind the times. There is no artificial light, and at this time of the year the huge store of knowledge is quite useless, as no books are issued except during a few hours in the middle of the day.

The New York State Library Association, through its President, Mr. W. F. Seward, of Binghampton, invited the Inspector of Public Libraries for Ontario to give an address at its annual conference held at Niagara Falls, N.Y., Sept. 23-28, 1912. The subject of the address, reproduced in part, was as follows:—

### "LIBRARY PROGRESS IN ONTARIO"

The pleasant task allotted to me to-day is to attempt to tell you the story of library progress in Ontario. The fact that you are meeting within ear shot of the thunder of the Niagara cataract seems, from an Ontario point of view, something more than a coincidence. For within the range of an up-to-date cannon ball stands the first library organized in Ontario, that of old Niagara, the hamlet ordinarily known as Niagara-on-the-Lake, at the mouth of the river. This library was established in the year 1800. It is unlikely that more than a few of you gentlemen, and certainly none of you ladies were present on that occasion. There is another coincidence connected with this gathering that is curiously and splendidly appropriate. For a few weeks less than 100 years ago the boom from the artillery of two hostile camps drowned the roar of the cataract of this river—whereas to-day, on the eve of the anniversary of 100 years of peace between the two greatest nations on earth, instead of an interchange of shot and shell and clang of steel, we are here to exchange as proven friends those loftier and broader ideas that make for intellectual enlightenment and permanent peace. Our ammunition to-day is books, not bullets.

Let us improve the opportunity.

Instead of witnessing a combat a l'outrance between, say the President of your State Association and the President of the Ontario Library Association, on the lawn of this hotel, bestowing buffets with quarter-staffs to determine the ownership of half a continent, is it not more in keeping with the spirit of the times to see your respected State Inspector of Libraries, and his brother conspirator from

Ontario, engaged at a round table conference discussing the fundamentals of library institutes and passing the pipe of peace. The only relic of predatory instincts now noticeable by the traveller—and even this is a daily diminishing quantity—is the anxiety of the Niagara hack-man to annex the English tenderfoot.

But to be serious. We are convened this day to consider if not the most important factor in education, assuredly a branch of education equally important with the university, the college and the school,—the Public Libraries of the land and the steps that are being taken to circulate among the people the silver and the gold of the world's literature—to make good books of the highest quality easily accessible throughout the length and breadth of the land. The tale of our united endeavours goes far to settle the open question that the pen has come into its own and at least to-day is mightier than the sword.

Listen to the words of one of your own most exalted singers:

> "Were half the power that fills the world with terror,
> Were half the wealth bestowed on camps and courts,
> Given to redeem the human mind from error,
> There were no need of arsenals or forts."

I think we can all unite in congratulating ourselves that out of the vast wealth annually bestowed on the construction of armaments and palaces, we, book-lovers are doing hero work to "redeem the human mind from error" with the relatively small proportion that has been set apart for library purposes out of this colossal expenditure.

You ask me to tell the story of library progress within the provinces across the river. To have a "diamond cinch" on the situation there, I must inflict upon you some basic physical facts.

May I divide this incomplete presentment into a few main heads:

1. The problem.
2. The Library situation.
3. The causes of library development in Ontario.
4. Future possibilities.

Let us for a moment consider what is the extent and what the conditions of this remarkable province within whose boundaries the work of the Department of Education, of the Ontario Library Association, of the members of all our Public Libraries whether Free or Association, and of the members of the Library Institutes, is carried on.

The Dominion of Canada, as some of you know, is divided into nine provinces—of these Ontario, which is one of the largest, is 407,262 square miles in area. It is more than three and one-third times the size of the British Isles, and consists, it will surprise all of you to know, of a territory almost equal in extent to the combined 17 States of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey twice over, Pennsylvania, Delaware, Maryland, the District of Columbia, the two Virginias, North Carolina, Georgia and Florida. This geographical fact is brought to your notice in order that you may better grasp the library problems which confront us in this Province to-day. Ontario includes eleven great Districts: Timiskaming, Nipissing, Sudbury, Algoma, Manitoulin, Parry Sound, Muskoka, Thunder Bay, Rainy River, Kenora, and the recently added district of Patricia, which in itself embraces an area of over 186,000 square miles. These districts comprise what is known as New Ontario. In all of these districts, with the one exception of Patricia, there are to-day public libraries

either Free or Association, a wonderful and inspiring fact, a fact which should surely give us great cause to ponder. The most remote of these libraries at present is Kenora, formerly Rat Portage, at the foot of the Lake of the Woods, 1,154 miles from Toronto,—the headquarters library camp, from a departmental point of view.

Older Ontario is divided into 40 Counties. Some of these actually measure 100 miles in one direction by 40 miles in another. Small kingdoms. These counties are divided into 544 townships. These townships contain over 800 municipalities, including 292 cities, towns and villages. The total population of the province at the last census was 2,523,274, of which 1,328,489 was urban, and 1,194,785 rural—and I may add is composed of a wisely governed and law abiding people of a variety of occupations, tastes and complex characteristics, but speaking generally, from a book-man's point of view, little dissimilar from the average types found among your own countrymen.

Within this wide territory, the most of the older part of which is of unusual fertility containing in abundance resources similar to those found in your own great republic,—excepting those indigenous to southern latitudes—after eliminating the district of Patricia whose northern littoral is washed by the tides of Hudson Bay, and whose exploitation is just being entered upon, five million dollars having been voted by the Ontario Legislature for that and similar purposes—there are over 700 Women's Institutes, 375 Agricultural Societies, 80 Horticultural Societies, 100 Farmers' Institutes and 225 Farmers' Clubs. I specially enumerate these organizations as their creation and continuance has been in a manner consequent upon the opening of 5,600 rural schools—the little red-school-houses—with their 4,418 school libraries and of the 417 public libraries, in every case shaping more or less the destinies of the generations yet to come and in many instances established in almost isolated localities.

The problem confronting the Ontario Government has been, and still is, how to best serve with the means at its disposal the scattered population of this immense and rapidly developing area with the reading facilities to which it is entitled. I estimate the adult and adolescent population of Ontario,—that is those of over fifteen years of age, at about 1,800,000 souls—the welfare of whose souls is tremendously affected, by the influence of the public libraries.*

### Provisions of Public Libraries Act

In the fall of 1909 when I assumed the office of Inspector the revised Public Libraries Act of 1909 came into operation, an Act under which with some trifling amendments relating to Art Schools and technical classes, is the Act under which the Public Libraries and Literary and Scientific Institutions are to-day operated and paid. While it doubtless possess features susceptible of improvement it is perhaps one of the best bits of library legislation in America. Mr. Lawrence Burpee, a past President of the Ontario Library Association well known to many of you refers to it as; "A carefully worked out piece of legislation under which and the regulations of the Department the Inspector has been vested with wide powers, powers which place within reach of the Library workers of the Province splendid opportunities of growth and co-operation. . . . . This recognition of the corporate library interests of the Province is itself not the least significant evidence of the Government's sympathetic attitude."

* NOTE.—An "Epitome of Library History" followed this. It appears on page 683, as a separate article.

Mr. E. O. S. Scholefield, librarian of the Provincial Library, Victoria, B. C., writes that "the Library Act of Ontario is an advanced and most beneficent piece of legislation."

Time will not permit me to even epitomize its salient features. I can but give you a summary of its chief provisions.

(a) It regulates the establishment of all Public Libraries—public in the sense that they receive government aid, in cities, towns, police villages and unincorporated hamlets.

(b) It provides for the procedure through petition by the tax-payer to a municipal council for the compulsory submission of a by-law to raise money by a half-mill rate on the local assessment to maintain a Free library. If three quarters of a mill is required a majority vote in council is necessary. It provides for the composition and election of a Library Board which ranks on an equality with any other municipal council.

It further provides for the continuation of a constructive policy by not permitting an entire change of board annually, but for the retirement of one member only and the election every year of a new member to replace the retiring one. A period of three years is the term of occupancy of a seat. The chairman holds office for one year only. Three members in the first instance are nominated by the municipal council, three by the public school board, and two by the separate or Roman Catholic school board. Four members comprise a quorum. The board can appoint and dismiss its own officers. It must meet once a month, record its proceedings and have its annual receipts and expenditures audited by the municipal auditor before forwarding the same to the Inspector.

(c) The Act also provides for the organization of Association Libraries in part supported by members' fees, and for their conversion into Free libraries if qualified.

(d) It authorizes the payment of an annual legislative grant to every library organized under its provisions and which reports annually to the Department, and otherwise complies with the regulations. Payment of these annual grants is based practically upon results; chiefly upon the books purchased during the year. The maximum grant is $260, made up as follows: namely, $200 on books, $50 on periodicals, newspapers, etc., and $10 on an open Reading-room. In the case of books 50 per cent. is allowed on the amount expended upon *non-fiction,* and upon periodicals, etc., but in the case of *Fiction* no grant can be paid in excess of 45 *per cent. of the amount expended upon other books.* This is equivalent to about 31 per cent. of the total grant. This grant for Fiction, however, is increased by the practice of regarding—but in the allotment of the annual grant only—*Juvenile fiction* as non-Fiction. The Minister has also now under consideration a recommendation to divide the works of Fiction into two classes "standard" and "ordinary," the work of authors who may be listed in the first class (but who must not be living) to be treated as non-Fiction when apportioning the annual grants. To the regular basis of payment may be added 50 per cent. on account of expenditure on bookbinding, 50 per cent. on outlay for materials for classifying and cataloguing, and in the case of libraries whose annual income does not exceed $500, a further amount of from $5.00 to $20.00 on a sliding scale. Where the Reading-room has been kept open three hours for six days, $10.00. Where a library is struggling but making a brave fight for existence a special grant not exceeding $26.00 can also be paid provided always that the $260.00 maximum is not exceeded.

(e) The Act also provides for the maintenance of Travelling Libraries.

(f) For holding Schools for the training of Librarians.

(g) For holding meetings of Library Institutes.

(h) It also provides that no library may prohibit free access to its books or impose an age limit in the case of children, and no such rule can be put into effect without first obtaining the approval of the Minister.

Failure on the part of any library to keep open for two years or to furnish an annual report, entitles the Minister of Education to remove it from the active list, and take over all its books and periodicals, and to dispose of them as he may deem proper.

Every library board may make its own domestic rules, fix its own membership fees, and impose fines. In a word the control of its internal affairs, provided the Act is lived up to, rests with the board. The Department exercises no censorship over the books purchased by any library. If this was practicable it would sometimes be to the advantage of the community.

To-day we have 417 public libraries in the province. Of these 135 are Free and 282 Association.

On assuming office I found that 80 libraries containing 70,000 volumes had automatically ceased to exist during the five years ending 1909, that is prior to the passing of the present Act. The books of these are being rounded up for distribution among deserving libraries in the same localities. Formerly the books of public libraries taken off the active lists were turned over to the nearest Public School. Not so now.

The process of "weeding out" the impossible libraries is almost finished. Personally, I am pursuaded that where a community finds it impossible to maintain an Association Library with a membership below the minimum of 50 members, and with a circulation at zero, it is far better to close that library until there is a revival of interest—allowing the Travelling Libraries meanwhile to meet the reading demand.

NOTE.—Here followed a statement of facts and figures respecting the various classes of libraries, urban and rural, free and association, showing books and circulation, contrasting urban with rural, etc., etc. These will be found embodied in my address given at the Ontario Library Association Easter meeting, 1912 (see page 607 and also statement on pages 660-78).

### Organization

The legal control of the Public Library system in Ontario is not as is the case in many of the States, vested in a commission, but is a branch of the Department of Education, of which it is an integral part, subject to the direction of a most sympathetic Minister and Deputy, but immediately administered by an Inspector under the provisions of the Act.

The work is conducted on fixed principles, practically permanent and so constructed as to almost ensure the continuance of a constructive and progressive policy.

While Ontario's system may possibly be open to the charge of paternalism, the common interests—the greatest good for the greatest number—appear to be fairly well served by a tactful and not too rigid application of the Act, divorced from ordinary red-tape, even if the work all emanates from a central authority. With a few amendments to the present Act suggested by experience there does not seem to remain a great deal to be desired. It has already been copied more or less

by the sister provinces of British Columbia, Alberta and Saskatchewan. Manitoba regrettably is making slower progress. In this connection a summary of the duties of the Inspector may be instructive.

He attends all Library Institute meetings with two-day sessions of which there are fourteen during the year. Delivers two addresses daily, receives verbal reports from the various library boards, and computes the expenses of the delegates. He attends the Easter meeting of the Ontario Library Association and delivers an annual talk. He inspects as many libraries as the many other demands upon his time permits, meeting the local library boards, delivering the inevitable addresses, winding up with a round table conference. Last year he travelled over 12,500 miles by land and water in the discharge of his outside duties. He attends the annual conference of delegates from Women's Institutes, delivering addresses. He prepares an annual and several interim reports averaging 150 pages of print, representing much research and investigation. He analyses and checks the annual reports of 414 libraries and 27 historical and scientific societies, and estimates the proportion of the legislative appropriation due to each library. He receives, and has to reply to a very large correspondence, etc., averaging almost fifty a day, many calling for legal interpretation of the clauses of the Act, or opinions upon every phase of library work. He revises the old catalogues of Travelling Libraries, prepares new ones, and supervises the shipment of the cases. He looks after the circulation of the copies of the "Quarterly Bulletin of Selected Books" issued by the Department, and prepares a few pages of fresh matter on current requirements. He prepares the lists for the Technical Libraries and the Study Clubs and makes all arrangements for holding the Summer Library School. Drafts new regulations, checks all expenditures on account of books for Travelling Libraries and other office disbursements. He plans and supervises the work of the official cataloguer. He keeps in constant touch and co-operation with the Executive of the Ontario Library Association in preparing programmes and other institute business, and tries to keep out of mischief.

### Travelling Libraries

The system of Travelling Libraries was established in 1901 when eight libraries were sent into the lumber camps. In 1912, 242 cases containing 12,000 books were loaned, an increase of 74 over 1910, representing a gain in one year of 5 points in the continental race. In 1911 Ontario led 20 of the States that had adopted the system, viz.: Alabama, Connecticut, Indiana, Maine, Maryland, Missouri, Nebraska, North Dakota, Oregon, Vermont, Virginia and Washington, and was practically on a par with Colorado and Idaho.

The State of New York, I believe, employs 17 assistants to administer its travelling library books, or one man for every 3,000 books. We in Ontario have only one assistant for over 14,000 books; this official also runs the crematory and binds and repairs the derelicts. The room where this work is carried on has been named by outsiders "The Beehive."

These libraries are sent to Women's and Farmers' Institutes, small Public Libraries, isolated communities, study clubs, lumber reading camps, and in exceptional instances to poor schools—the school libraries being looked after direct through the Superintendent of Education. We even loan to individuals desirous of obtaining special information for educational purposes. All of these libraries are sent free of charges, except the cost of transportation one way. Those sent to public libraries comprise juvenile and young people's collections, and special cases

on library construction, and administration, and on cataloguing. Those to Farmers' and Women's Institutes contain appropriate literature including books on Domestic Science, the home, hygiene and selected works on physiological subjects which latter have met with encouraging approval. Study clubs are also supplied upon application with 25 or more books on any given subject that they may desire. Many of these ordinary travelling libraries carry entertainment and instruction into the remote corners of the Province. The cow catcher of the locomotive may be the advance guard of colonization but it is the travelling library that is the civilizer that reconciles the pioneer to the isolation of the outposts.

### Technical Libraries

Nor are we blind to the technical needs of the artisan. Time forbids extended reference to this branch of work, but I must tell you that the effort has met with unexpected success. We supply the local artisan with vocational reading and technical instruction in respect to the actual work in which he is daily engaged and at no cost to him. Out of 26 applications from industrial centres, towns with from 5,000 to 15,000 population, 20 libraries have already been supplied.

I am now sending with each case, 50 stereoscopic views, illustrating the various processes of manufacture followed by the foundry, or workshop in which the artisan of the towns applying for technical libraries are employed. These are photographs of other well known works in which similar industrial processes are being carried on. In the last five years much more than $1,000,000 has been paid out by the artisans of Ontario to Correspondence Schools. While not wishing to minimize the good these latter may accomplish, we are considering how best we can supplant or supplement their work and keep all, or part of this money in the workman's pocket. For this experimental purpose the sum of $1,000 is yearly provided. Two years ago the Government sent a special committee of the Ontario Library Association accompanied by the Inspector to visit some of the important Library centres in your own and the eastern States, to ascertain to what extent you were progressing in this particular direction. While astonished at the great industrial movements carried on by many of your libraries we returned not wholly disappointed with the work, if of a more restricted nature in which we were engaged.

### Library Institutes

As I understand that later in the day I shall have the privilege of attending a conference of Institute Workers, I must content myself with stating that the attendance at these of library delegates alone has increased 91 per cent. since the first Institute was held in 1907.

In addition to the work as enumerated an annual grant of $400 is paid to the Ontario Library Association, twice doubled in the last two years. The Department also bears the cost of printing and distributing the annual report of the Ontario Library Association, and the expense of a yearly conference of Institute Secretaries, and further upon the official representations made by the Executive of any Institute, after consultation with the Inspector, the local expenses of any local library officer incurred, in visiting any library in the district, can also be paid by the Department.

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NOTE.—*My reference made to the Library Institutes of Ontario will be found on pages* 624-630.

Last but not least the Minister this summer arranged for a grant of $900.00 to help defray the expense of the delegates from certain Ontario libraries to the annual meeting of the American Library Association at Ottawa. The memory of the friendships there made, and the taste of the library pabulum absorbed are still cherished.

While this rendition of library facts as existent in Ontario must, I know, though you may be courteous enough to deny it, have wholly tired you, I appeal for forgiveness upon the grounds that I have been performing a most pleasant and may I add, a not altogether unprofitable duty.

We of Ontario do not profess to rank with you ladies and gentlemen, past masters in library experience, who have set us a pace and a very high example to emulate. With a generous legislature and a sympathetic Minister and Deputy chief, we must not, however, be content to remain mere camp followers. We are in the fighting ranks for progress and righteous reform for which surely commendable spirit, Martin Luther's excuse "I can do no otherwise" must remain our justification.

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## CANADIANS APPOINTED ON A. L. A. COUNCIL

At a meeting of the Council of the A. L. A. the following Canadian Librarians were elected to office:

Member of Council: W. O. Carson, Librarian, London.

On Committee of Co-ordination: C. H. Gould, Librarian, McGill University, Montreal.

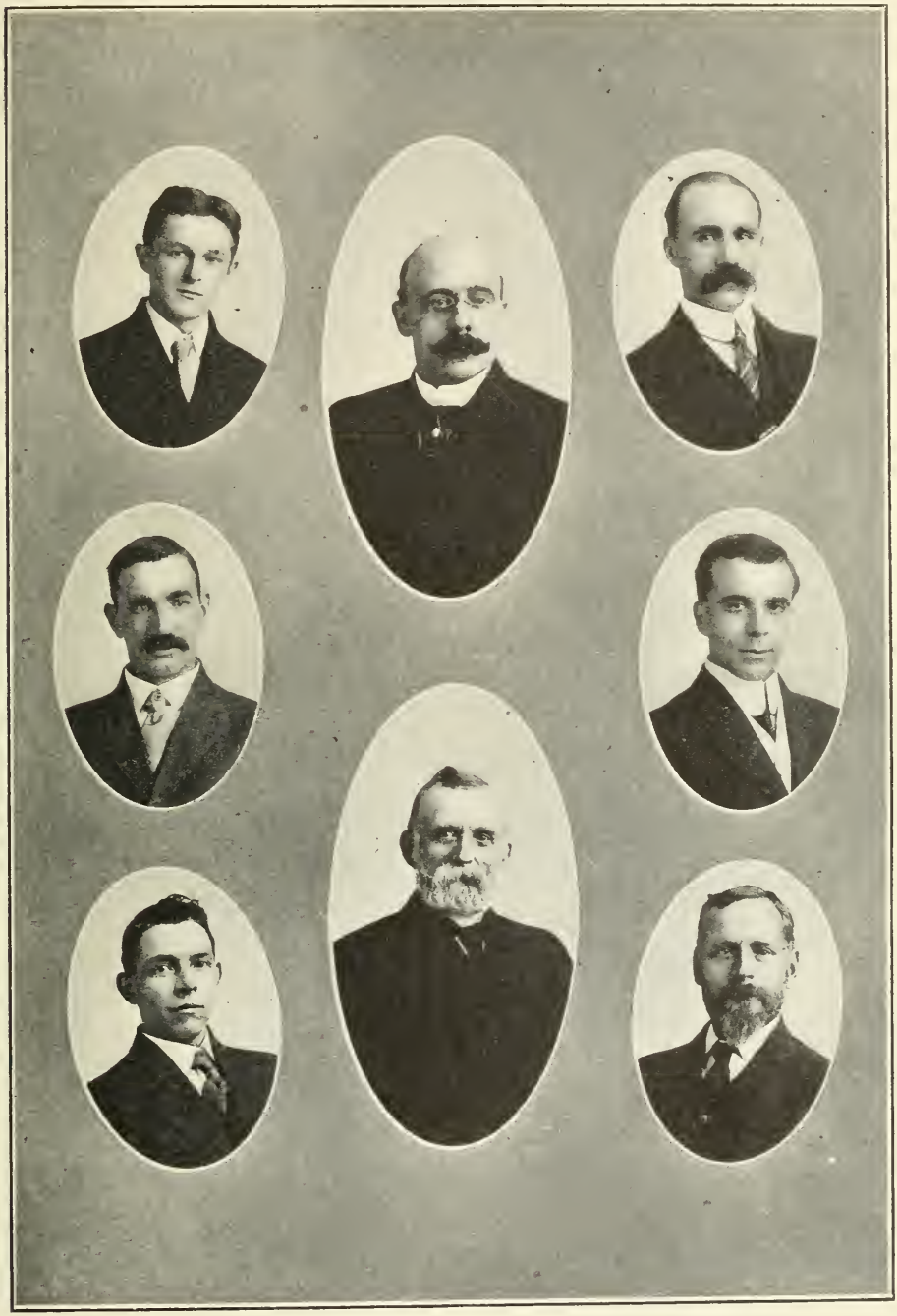
On Committee of Co-operation with the National Education Association: George H. Locke, Chief Librarian, Toronto.

### Notes

"The wise librarian will allow the intelligent assistant some latitude in the enforcement of rules."—*C. N. Bolton.*

Mrs. F. L. Fowke, of Oshawa, has had printed at her own expense for circulation some of the papers read at the Lindsay Institute held at Oshawa, March 5, 1912. An example well worth following.

A Library School has one perfectly definite task to perform: to fit its students to do good work in libraries.



**Portrait Group of the Men who built the Runnymede Public Library**

Top Row, from left to right—John Clouston, Assistant Librarian; H. M. Wodson (Hon. Member of Board), Leader of the conspiracy; W. McQueen. Second Row—Harry Durrant, Sec.-Librarian; W. H. Cross, Treasurer. Bottom Row—John Van Pee, Nathaniel Shunk, Chairman; S. Clouston.

## TABLE D—STATEMENT

**Showing District, County and Township Distribution of the Public Libraries in the province, "Free" and "Association," that reported to the Department during 1912 for the year 1911, giving total number of Libraries in each County, District and Township, respectively, alphabetically arranged. The Townships having Libraries, and the Townships having no Libraries, tabulated separately. Also giving the population of the several Districts, Counties and Townships, distinguishing between Urban and Rural, according to the assessed population in 1910—the latest returns available (not including Juvenile)—in some cases approximately only.**

### DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Counties | Population of County | Number of Libraries in Counties | Urban Population in County | Name of Library, City, Town, Village or Community | Townships with Library | Population of Tsps. only | Townships without Library | Population of Tsps. only | Towns or Villages without Library | Population of Towns and Villages | Township in which Town or Village is located | Proportion of Libraries to Population in each County: Lib. | Proportion of Libraries to Population in each County: Pop. |
| 1 | Brant | 39,741 | 7 | 21,964 | Brantford | Brantford | 5,884 | Onondaga | 972 | | | | 1 | 5,677 |
| | | | | | Burford | Burford | 3,987 | | | | | | | |
| | | | | | New Durham | | | | | | | | | |
| | | | | | Glen Morris | | | | | | | | | |
| | | | | 3,867 | Paris | Dumfries S. | 2,311 | | | | | | | |
| | | | | | St. George | | | | | | | | | |
| | | | | | Scotland | Oakland | 756 | | | | | | | |
| | Totals | 39,741 | 7 | 25,831 | 7 | 4 | 12,938 | 1 | 972 | | | | 1 | 5,677 |
| 2 | Bruce | 50,294 | 18 | 549 | Tara | Arran | 1,984 | Albermarle | 1,103 | Hepworth | 350 | Amabel | 1 | 2,794 |
| | | | | | Cargill | | | | | | | | | |
| | | | | | Elmwood | Brant | 3,143 | Amabel | 3,559 | Tiverton | 362 | Kincardine | | |
| | | | | 3,090 | Walkerton | | | | | | | | | |
| | | | | | Underwood | Bruce | 2,332 | Eastnor | 1,509 | | | | | |
| | | | | | Mildmay | Carrick | 3,959 | Elderslie | 1,844 | | | | | |
| | | | | 2,017 | Chesley | Chesley | 1,726 | | | | | | | |
| | | | | 802 | Teeswater | Culross | 2,356 | Lindsay | 690 | | | | | |
| | | | | | Westford | | | | | | | | | |
| | | | | | Riversdale | Greenock | 2,396 | St. Edmunds | 363 | | | | | |
| | | | | | Ripley | Huron | 2,883 | | | | | | | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Glamis ..... | } Kincardine.. | 2,301 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | 2,772 | Kincardine.... | | | | | | | | | |
| | | | 1,077 | Lucknow ..... | Kinloss ..... | 1,690 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | 821 | Paisley ..... | } | | | | | | | | |
| | | | 1,232 | Port Elgin.... | } Saugeen | 1,308 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | 1,700 | Southampton.. | | | | | | | | | |
| | | | 2,100 | Wiarton ..... | } | | | | | | | | |
| | Totals.... | 50,294 | 18 | 16,160 | 18 | 11 | 26,078 | 6 | 9,068 | 2 | 712 | 2 | 1 | 2,794 |
| 3 | Carleton. ..... | 114,160 | 7 | | Carp ..... | } Huntley .... | 1,979 | Fitzroy ..... | 2,159 | Eastview ..... | 2,428 | ..... | 1 | 16,308 |
| | | | | | Corkery ..... | | | | | | | | | |
| | | | | 86,106 | Ottawa ..... | Nepean ..... | 4,517 | Gloucester .... | 5,793 | ..... | ..... | ..... | .... | ..... |
| | | | | | Kars ..... | } | | | | | | | | |
| | | | | | Manotick ..... | } North Gower | 1,718 | March ..... | 916 | ..... | ..... | ..... | .... | ..... |
| | | | | | North Gower.. | } | | | | | | | | |
| | | | | 419 | Richmond .... | Goulburn ..... | 2,138 | Marlborough .. | 1,291 | ..... | ..... | ..... | .... | ..... |
| | | | | | | | | Osgoode ..... | 3,949 | ..... | ..... | ..... | .... | ..... |
| | | | | | | | | Torbolton ..... | 747 | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 114,160 | 7 | 86,525 | 7 | 4 | 10,352 | 6 | 14,855 | 1 | 2,428 | ..... | 1 | 16,308 |
| 4 | Dufferin ..... | 17,338 | 6 | 759 | Grand Valley.. | East Luther .. | 1,334 | Amaranth .... | 2,056 | ..... | ..... | ..... | 1 | 2,889 |
| | | | | 2,351 | Orangeville ... | Garafraxa .... | 1,568 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 1,150 | Shelburne..... | Melancthon ... | 2,884 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Mono Centre .. | } | | | | | | | | |
| | | | | | Relessey..... | } Mono..... | 2,577 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Honeywood ... | Mulmur ..... | 2,659 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 17,338 | 6 | 4,260 | 6 | 5 | 11,022 | 1 | 2,056 | ..... | ..... | ..... | 1 | 2,889 |
| 5 | Dundas ..... | 16,999 | 6 | 856 | Iroquois ..... | } Matilda .... | 3,436 | ..... | ..... | ..... | ..... | ..... | 1 | 2,833 |
| | | | | | Matilda ..... | | | | | | | | | |
| | | | | | South Mountain | Mountain ..... | 2,649 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 1,627 | Morrisburg ... | Williamsburg . | 3,342 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 891 | Chesterville... | } | | | | | | | | |
| | | | | 1,127 | Winchester ... | } Winchester . | 3,071 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 16,999 | 6 | 4,501 | 6 | 4 | 12,498 | ..... | ..... | ..... | ..... | ..... | 1 | 2,833 |

**Note.**—The numerals from 1 to 15 at top of table indicate No. of column for reference.

**Note.**—Owing to incomplete information this table is not submitted as being absolutely correct, but will serve as a key in "sizing up" the library situation in the Province, and a guide to those municipalities contemplating the establishment of New libraries, and also as an incentive to other municipalities hitherto neglectful of their opportunities, and also for the information of all library workers who are interested in the question of the so-called "County System."

## DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Continued

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Counties | Population of County | Number of Libraries in Counties | Urban Population in County | Name of Library, City, Town, Village or Community | Townships: Townships with Library | Townships: Population of Tsp. only | Townships: Townships without Library | Townships: Population of Tsps. only | Towns or Villages without Library | Population of Towns and Villages | Township in which Town or Village is Located | Proportion of Libraries to Pop. in each County: Lib. | Proportion of Libraries to Pop. in each County: Pop. |
| 6 | Durham ..... | 24,510 | 4 | ..... | Orono ..... | Clarke ..... | 3,165 | Cartwright ... | 1,522 | Newcastle .... | 592 | Clarke..... | 1 | 6,127 |
| | | | | 800 | Millbrook..... | Cavan ..... | 2,185 | Manvers ..... | 2,651 | ..... | ..... | ..... | .... | ..... |
| | | | | 2,515 | Bowmanville.. | Darlington .... | 3,488 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 4,782 | Port Hope .... | Hope ..... | 2,778 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 24,510 | 4 | 8,097 | 4 | 4 | 11,616 | 2 | 4,173 | 1 | 592 | ..... | 1 | 6,127 |
| 7 | Elgin..... | 43,533 | 8 | ..... | Bayham ..... | Bayham ..... | 3,250 | Aldborough ... | 3,141 | Rodney ..... | 741 | Aldborough ... | 1 | 5,441 |
| | | | | 917 | Dutton ..... | Dunwich..... | 2,984 | Dorchester S. . | 1,525 | Vienna ..... | 343 | Bayham ..... | .... | ..... |
| | | | | 2,238 | Aylmer ..... | Malahide ... | 3,258 | ..... | ..... | West Lorne... | 897 | Aldborough ... | .... | ..... |
| | | | | 468 | Springfield.... | | | | | | | | | |
| | | | | ..... | Shedden ..... | Southwold .... | 3,591 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 690 | Port Stanley.. | Yarmouth .. | 4,618 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 14,872 | St. Thomas ... | | | | | | | | | |
| | | | | ..... | Sparta ..... | | | | | | | | | |
| | Totals.... | 43,533 | 8 | 19,185 | 8 | 5 | 17,701 | 2 | 4,666 | 3 | 1,981 | 3 | 1 | 5,441 |
| 8 | Essex ..... | 63,369 | 8 | 1,285 | Essex ..... | Colchester S. | 2,680 | Anderson ..... | 1,843 | Belle River ... | 579 | Rochester..... | 1 | 7,921 |
| | | | | ..... | Harrow..... | | | Colchester N .. | 1,861 | Sandwich .... | 2,106 | Sandwich W .. | .... | ..... |
| | | | | 1,724 | Kingsville .... | Gosfield N..... | 1,911 | Gosfield S..... | 2,148 | ..... | ..... | ..... | .... | ..... |
| | | | | 2,556 | Amherstburg.. | Malden ..... | 1,304 | Maidstone .... | 2,762 | ..... | ..... | ..... | .... | ..... |
| | | | | 2,512 | Leamington ... | Mersea ..... | 3,897 | Rochester..... | 1,977 | ..... | ..... | ..... | .... | ..... |
| | | | | 3,048 | Walkerville... | Sandwich E... | 3,175 | Sandwich S ... | 1,587 | ..... | ..... | ..... | .... | ..... |
| | | | | 17,534 | Windsor ..... | Sandwich W.. | 2,476 | Tilbury N .... | 1,943 | ..... | ..... | ..... | .... | ..... |
| | | | | ..... | Comber..... | Tilbury W.... | 1,809 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | ..... | ..... | ..... | ..... | Pelee Island, separate from Co. | 652 | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 63,369 | 8 | 28,659 | 8 | 7 | 17,252 | 8 | 14,773 | 2 | 2,685 | 2 | 1 | 7,921 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | Frontenac .... | 38,699 | 3 | 18,914 | Kingston ..... | Kingston ..... | 2,427 | Barrie..... | 450 | Portsmouth... | 676 | Kingston..... | 1 | 12,899 |
| | | | | | Sydenham .... | Loughborough. | 1,707 | Bedford ..... | 1,207 | ..... | ..... | ..... | .... | ..... |
| | | | | 159 | Garden Island. | Wolfe Island.. | 1,558 | Clarendon and *Miller ..... | 745 | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 38,699 | 3 | 19,073 | 3 | 3 | 5,692 | 12 | 13,238 | 1 | 676 | 1 | 1 | 12,899 |
| 10 | Glengarry .... | 19,549 | 4 | | Williamstown . | Charlotten-burg ..... | 4,277 | Lochiel ..... | 4,292 | Alexandria.... | 2,260 | Lochiel ..... | 1 | 4,887 |
| | | | | | Dunvegan..... | } Kenyon..... | 3,804 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 787 | Maxville..... | | | | | | | | | |
| | | | | 620 | Lancaster..... | Lancaster..... | 3,509 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 19,549 | 4 | 1,407 | 4 | 3 | 11,590 | 1 | 4,292 | 1 | 2,260 | 1 | 1 | 4,887 |
| 11 | Grenville ..... | 16,809 | 5 | 928 | Merrickville .. | } Augusta .... | 3,136 | Gower South.. | 726 | ..... | ..... | ..... | 1 | 5,361 |
| | | | | 2,924 | Prescott ..... | | | | | | | | | |
| | | | | 1,032 | Cardinal..... | Edwardsburg . | 3,113 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 1,337 | Kemptville ... | Oxford on Rideau ..... | 2,351 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | ..... | Easton's Corn's | Walford ..... | 1,262 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 16,809 | 5 | 6,221 | 5 | 4 | 9,862 | 1 | 726 | ..... | ..... | ..... | 1 | 5,361 |
| 12 | Grey ..... | 62,222 | 14 | 2,523 | Hanover ..... | } Bentinck ... | 2,648 | Artemesia .... | 2,903 | Neustadt ..... | 510 | Normanby .... | 1 | 4,444 |
| | | | | 1,526 | Durham ..... | | | | | | | | | |
| | | | | | Clarksburg ... | } Collingwood. | 3,009 | Derby ..... | 1,845 | ..... | ..... | ..... | .... | ..... |
| | | | | 669 | Thornbury .... | | | | | | | | | |
| | | | | | Holstein ..... | Egremont..... | 2,831 | Euphrasia .... | 2,590 | ..... | ..... | ..... | .... | ..... |
| | | | | 842 | Markdale ..... | Glenelg..... | 2,156 | Normanby .... | 3,340 | ..... | ..... | ..... | .... | ..... |
| | | | | 345 | Chatsworth ... | Holland ..... | 2,380 | Sarawak ..... | 703 | ..... | ..... | ..... | .... | ..... |
| | | | | | Kemble..... | } Keppel ..... | 3,150 | Sullivan ..... | 2,372 | ..... | ..... | ..... | .... | ..... |
| | | | | | Lake Charles.. | | | | | | | | | |
| | | | | | Badjeros..... | Osprey ..... | 2,705 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 740 | Dundalk ..... | Proton..... | 2,554 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 2,351 | Meaford ..... | St. Vincent ... | 2,585 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 11,870 | Owen Sound.. | Sydenham .... | 3,075 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 62,222 | 14 | 20,866 | 13 | 10 | 27,093 | 6 | 13,753 | 1 | 510 | 1 | 1 | 4,444 |

* In Frontenac there are nine other townships (population in brackets) "without libraries," as follows: Hinchinbrook (1,134), Howe Island (299), Kennebec (978), Olden (969), Oso (959), Palmerston (887), Pittsburgh (1,912), Portland (1,957), Storrington (1,761). These totals are included in the grand total of Population, Column 10.

## DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Continued

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | County | Population of County | Number of Libraries in Counties | Urban Population in County | Name of Library, City, Town, Village or Community | Townships | | | | Towns or Villages without Library | Population of Towns and Villages | Township in which Town or Village is located | Proportion of Libraries to Population in each County | |
| | | | | | | Townships with Library | Population of Tsps. only | Townships without Library | Population of Tsps. only | | | | Lib. | Pop. |
| 13 | Haldimand.... | 19,971 | 9 | | Canfield ..... | Cayuga N. .. | 1,454 | Canborough ... | 862 | ..... | ..... | ..... | 1 | 2,219 |
| | | | | 804 | Cayuga ..... | | | | | | | | | |
| | | | | 2,928 | Dunnville ..... | Moulton ..... | 1,841 | Cayuga S. .... | 669 | ..... | ..... | ..... | .... | ..... |
| | | | | 943 | Hagersville ... | Oneida ..... | 1,290 | Dunn ..... | 726 | ..... | ..... | ..... | .... | ..... |
| | | | | 850 | Caledonia ..... | Seneca ..... | 1,659 | Rainham ..... | 1,776 | ..... | ..... | ..... | .... | ..... |
| | | | | | Victoria ..... | | | | | | | | | |
| | | | | | Cheapside ..... | | | | | | | | | |
| | | | | 615 | Jarvis..... | Walpole .... | 3,213 | Sherbrooke ... | 341 | ..... | ..... | ..... | .... | ..... |
| | | | | | Nanticoke..... | | | | | | | | | |
| | Totals.... | 19,971 | 9 | 6,140 | 9 | 5 | 9,457 | 5 | 4,374 | | | | 1 | 2,219 |
| 14 | Haliburton.... | 5,876 | 2 | | Haliburton.... | Dysart ..... | 1,158 | Anson & Hindon | 240 | ..... | ..... | ..... | 1 | 2,938 |
| | | | | | Minden ..... | Minden ..... | 1,001 | *Cardiff ..... | 572 | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 5,876 | 2 | | 2 | 2 | 2,159 | 8 | 3,717 | | | | 1 | 2,938 |
| 15 | Halton ..... | 20,464 | 5 | 1,673 | Acton ..... | Esquesing .. | 3,513 | Nassagaweya . | 2,068 | ..... | ..... | ..... | 1 | 4,092 |
| | | | | 1,629 | Georgetown .. | | | | | | | | | |
| | | | | 1,653 | Burlington.... | Nelson ..... | 2,622 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 1,673 | Milton..... | Trafalgar .. | 3,431 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 2,202 | Oakville ..... | | | | | | | | | |
| | Totals.... | 20,464 | 5 | 8,830 | 5 | 3 | 9,566 | 1 | 2,068 | | | | 1 | 4,092 |

* In Haliburton there are six other townships (population in brackets) "without libraries." as follows: Glamorgan (488), Lutterworth (362), Monmouth (656), Sherbourne (231), Snowdon (655), Stanhope (513). These totals are included in the grand total of Population, Column 10.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 16 | Hastings ..... | 52,932 | 7 | 1,397 | Tweed ..... | Hungerford ... | 3,415 | Bangor Wicklow ..... | 1,085 | Bancroft..... | 704 | Faraday ..... | 1 | 7,561 |
| | | | | 1,036 | Madoc ..... | Madoc ..... | 2,453 | Carlo ..... | 673 | Marmora ..... | 928 | Marmora ..... | .... | ..... |
| | | | | 846 | Stirling ..... | Rawdon ..... | 2,805 | Dungannon.... | 680 | ..... | ..... | ..... | .... | ..... |
| | | | | | Frankfort .... | } Sidney ..... | 4,115 | Elzevir and Grimthorpe. | 1,248 | ..... | ..... | ..... | .... | ..... |
| | | | | 3,762 | Trenton ..... | | | Faraday ..... | 880 | ..... | ..... | ..... | .... | ..... |
| | | | | 10,012 | Belleville..... | Thurlow ..... | 3,736 | Huntingdon .. | 2,017 | ..... | ..... | ..... | .... | ..... |
| | | | | 1,998 | Deseronto..... | Tyendinaga ... | 2,940 | *Limerick .... | 439 | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 52,932 | 7 | 19,051 | 7 | 6 | 19,464 | 12 | 12,785 | 2 | 2 | 2 | 1 | 7,561 |

* In Hastings there are five townships (population in brackets) "without libraries," as follows: Marmora and Lake (1,618), Mayo (504), Monteagle (2,130), Tudor and Cashel (816), Wollaston (695). These totals are included in the grand total of Population, Column 10.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 17 | Huron ..... | 53,200 | 16 | 2,300 | Clinton ..... | } Goderich.... | 1,870 | Ashfield ..... | 2,693 | Bayfield ..... | 501 | Stanley..... | 1 | 3,325 |
| | | | | 4,630 | Goderich..... | | | | | | | | | |
| | | | | 1,091 | Brussels..... | } Grey ..... | 2,848 | Colborne..... | 1,472 | ..... | ..... | ..... | .... | ..... |
| | | | | | Ethel..... | | | | | | | | | |
| | | | | 832 | Hensall..... | } Hay ..... | 3,075 | Hullett ..... | 2,432 | ..... | ..... | ..... | .... | ..... |
| | | | | | Gorrie..... | | | | | | | | | |
| | | | | 402 | Wroxeter .... | Howick ..... | 3,566 | Stanley..... | 1,785 | ..... | ..... | ..... | .... | ..... |
| | | | | | Walton..... | McKillop ..... | 2,198 | Osborne ..... | 1,850 | ..... | ..... | ..... | .... | ..... |
| | | | | 744 | Blythe ..... | Morris..... | 2,125 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 1,606 | Exeter ..... | Stephen ..... | 3,508 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Brucefield .... | } Tuckersmith | 2,197 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 2,142 | Seaforth..... | | | | | | | | | |
| | | | | 2,385 | Wingham..... | Turnberry .... | 1,655 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Dungannon.... | } Wawanosh E | 1,575 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | St. Helen's.... | | | | | | | | | |
| | | | | | Auburn ..... | Wawanosh W . | 1,723 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 53,200 | 16 | 16,132 | 16 | 11 | 26,340 | 5 | 10,232 | 1 | 501 | 1 | 1 | 3,325 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 18 | Kent ..... | 53,488 | 9 | 778 | Thamesville .. | Camden ..... | 2,164 | Dover..... .... | 4,140 | Dresden ..... | 1,699 | Camden ..... | 1 | 5,943 |
| | | | | 3,565 | Wallaceburg .. | Chatham..... | 5,525 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 1,250 | Blenheim .... | Harwich..... | 4,817 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 2,106 | Ridgetown ... | Howard ..... | 2,760 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Duart ..... | Orford ..... | 2,698 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 10,317 | Chatham ..... | Raleigh ..... | 3,888 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Romney ..... | Romney ..... | 1,737 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 1,406 | Tilbury ..... | Tilbury E .... | 2,834 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 751 | Bothwell ..... | Zone..... | 1,053 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 53,488 | 9 | 20,173 | 9 | 9 | 27,476 | 1 | 4,140 | 1 | 1,699 | 1 | 1 | 5,943 |

## DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Continued

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Counties | Population of County | Number of Libraries in Counties | Urban Population in County | Name of Library, City, Town, Village or Community | Townships | | | | Towns or Villages without Library | Population of Towns and Villages | Township in which Town or Village is located | Proportion of Libraries to Population in each County | |
| | | | | | | Township with Library | Population of Tsps. only | Townships without Library | Population of Tsps. only | | | | Lib. | Pop. |
| 19 | Lambton..... | 48,345 | 15 | 450 | Arkona ..... | Bosanquet... | 2,266 | Dawn ..... | 2,730 | Courtright .... | 327 | Moore ..... | 1 | 3,223 |
| | | | | 593 | Thedford ..... | | | | | | | | | |
| | | | | 815 | Alvinston..... | Brooke ..... | 2,927 | Sombra ..... | 3,588 | Petrolia ..... | 3,696 | Enniskillen ... | .... | ..... |
| | | | | | Inwood ..... | | | | | | | | | |
| | | | | | Copleston .... | Enniskillen . | 3,447 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 636 | Oil Springs ... | | | | | | | | | |
| | | | | | Shetland ..... | Euphemia .... | 1,645 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Brigden ..... | Moore ..... | 3,658 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Camlachie .... | | | | | | | | | |
| | | | | 1,451 | Forest..... | Plympton... | 3,035 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 663 | Wyoming .... | | | | | | | | | |
| | | | | | Brigden ..... | | | | | | | | | |
| | | | | 907 | Point Edward. | Sarnia..... | 1,894 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 9,810 | Sarnia..... | | | | | | | | | |
| | | | | 1,214 | Watford ..... | Warwick..... | 2,581 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 48,345 | 15 | 16,539 | 15 | 8 | 21,453 | 2 | 6,318 | 2 | 4,023 | 2 | 1 | 3,223 |
| 20 | Lanark ..... | 32,699 | 9 | 3,724 | Carleton Place. | Beckworth.... | 1,338 | Bathurst ..... | 2,652 | ..... | ..... | ..... | 1 | 3,633 |
| | | | | | Dalhousie..... | Dalhousie..... | 1,450 | Burgess N.... | 709 | ..... | ..... | ..... | .... | ..... |
| | | | | 3,359 | Perth ..... | Drummond ... | 1,696 | Darling..... | 573 | ..... | ..... | ..... | .... | ..... |
| | | | | 6,003 | Smith's Falls. | Elmsley N..... | 788 | Lavant ..... | 435 | ..... | ..... | ..... | .... | ..... |
| | | | | 707 | Lanark ..... | Lanark .... | 1,508 | Montague ..... | 1,820 | ..... | ..... | ..... | .... | ..... |
| | | | | | Middleville ... | | | | | | | | | |
| | | | | | Pakenham .... | Pakenham .... | 1,390 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 2,676 | Almonte..... | Ramsay ..... | 1,792 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Elphin ..... | Sherbrooke S.. | 679 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 32,699 | 9 | 16,469 | 9 | 8 | 10,641 | 5 | 6,189 | ..... | ..... | ..... | 1 | 3,633 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 21 | Leeds | 34,097 | 6 | | Delta | Bastard | 2,338 | Crosby S. | 1,415 | Athens | 720 | Kitley | 1 | 5,682 |
| | | | | 831 | Westport | Crosby N. | 950 | Elmsley S. | 704 | Newboro | 423 | Crosby N. | | |
| | | | | 9,425 | Brockville | Elizabethtown | | Escott Front | 930 | | | | | |
| | | | | | Lyn | | 3,432 | Kitley | 1,610 | | | | | |
| | | | | 3,828 | Gananoque | Leeds & Lansdowne | 2,688 | Leeds & Lansdowne R. | 2,205 | | | | | |
| | | | | | Mallorytown | Yonge & Escott | 1,104 | Yonge Front | 1,394 | | | | | |
| | Totals | 34,097 | 6 | 14,084 | 6 | 5 | 10,512 | 6 | 8,258 | 2 | 1,143 | 2 | 1 | 5,682 |
| 22 | Lennox & Addington | 18,905 | 6 | | Camden East | Camden East | 3,354 | Adolphustown | 521 | | | | 1 | 3,150 |
| | | | | | Napanee Mills | | | Amherst Island | 713 | | | | | |
| | | | | 501 | Newburg | | | Denbigh, Abin'r | 868 | | | | | |
| | | | | 366 | Bath | Ernesttown | 2,867 | Fredericksburg North | 1,401 | | | | | |
| | | | | | Odessa | | | Fredericksburg South | 950 | | | | | |
| | | | | 2,632 | Napanee | Richmond | 1,970 | Kaladar, Anglesea | 1,070 | | | | | |
| | | | | | | | | Sheffield | 1,692 | | | | | |
| | Totals | 18,905 | 6 | 3,499 | 6 | 3 | 8,191 | 7 | 7,215 | | | | 1 | 3,150 |
| 23 | Lincoln | 33,307 | 8 | | Abingdon | Caistor | 1,379 | Gainsborough | 2,064 | Port Dalhousie | 1,116 | Grantham | 1 | 4,163 |
| | | | | 955 | Beamsville | Clinton | 2,052 | Louth | 1,860 | | | | | |
| | | | | | Grantham | | | | | | | | | |
| | | | | 1,560 | Merritton | Grantham | 2,193 | | | | | | | |
| | | | | 12,652 | St. Catharines | | | | | | | | | |
| | | | | 1,430 | Grimsby | Grimsby N. | 1,505 | | | | | | | |
| | | | | | Smithville | Grimsby S. | 1,222 | | | | | | | |
| | | | | 1,645 | Niagara | Niagara | 1,674 | | | | | | | |
| | Totals | 33,307 | 8 | 18,242 | 8 | 6 | 10,025 | 2 | 3,924 | 1 | 1,116 | 1 | 1 | 4,163 |

## DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Continued

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Townships | | | | | | | Proportion of Libraries to Population in each County | |
| Number | Counties | Population of County | Number of Libraries in Counties | Urban Population in County | Name of Library, City, Town, Village or Community | Townships with Library | Population of Tsps. only | Townships without Library | Population of Tsps. only | Towns or Villages without Library | Population of Towns and Villages | Township in which Town or Villages is located | Lib. | Pop. |
| 24 | Middlesex .... | 93,829 | 16 | 3,116 | Strathroy..... | Adelaide..... | 1,699 | Biddulph ..... | 2,015 | Lucan ..... | 828 | Biddulph ..... | 1 | 5,864 |
| | | | | | Mt. Brydges... | Caradoc ..... | 3,120 | Delaware ..... | 1,314 | ..... | ..... | ..... | .... | ..... |
| | | | | | Dorchester .... | } Dorchester .. | 3,205 | Nissouri W.... | 2,510 | ..... | ..... | ..... | .... | ..... |
| | | | | | Harrietsville .. | | | | | | | | | |
| | | | | 853 | Glencoe..... | } Ekfrid..... | 2,329 | Williams E... | 1,285 | ..... | ..... | ..... | .... | ..... |
| | | | | | Melbourne .... | | | | | | | | | |
| | | | | | Coldstream ... | } Lobo..... | 1,998 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Komoka ..... | | | | | | | | | |
| | | | | 46,727 | London ..... | London ..... | 8,743 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 628 | Ailsa Craig ... | McGillivray... | 2,390 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Napier..... | Metcalf ..... | 1,300 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 337 | Newbury ..... | } Mosa ..... | 1,873 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 228 | Wardsville.... | | | | | | | | | |
| | | | | | Belmont ..... | } Westminster | 4,744 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Glanworth .... | | | | | | | | | |
| | | | | 1,367 | Parkhill ..... | Williams W... | 1,230 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 93,829 | 16 | 53,256 | 16 | 11 | 32,631 | 4 | 7,124 | 1 | 828 | 1 | 1 | 5,864 |
| 25 | Norfolk..... | 26,493 | 6 | 825 | Delhi..... | Middleton .... | 2,306 | Charlotteville . | 2,875 | ..... | ..... | ..... | 1 | 4,415 |
| | | | | | Bloomsburg... | } Townsend .. | 3,430 | Houghton ..... | 1,847 | ..... | ..... | ..... | .... | ..... |
| | | | | 1,131 | Waterford .... | | | | | | | | | |
| | | | | 724 | Port Rowan... | Walsingham N. | 1,773 | Walsingham S. | 1,606 | ..... | ..... | ..... | .... | ..... |
| | | | | 1,178 | Port Dover.... | } Woodhouse.. | 2,067 | Windham ..... | 3,152 | ..... | ..... | ..... | .... | ..... |
| | | | | 3,578 | Simcoe ..... | | | | | | | | | |
| | Totals.... | 26,493 | 6 | 7,446 | 6 | 4 | 9,576 | 4 | 9,480 | ..... | ..... | ..... | 1 | 4,415 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 26 | Northumberland | 32,512 | 7 | 1,265 | Brighton | Brighton | 2,206 | Alnwick | 817 | | | | 1 | 4,644 |
| | | | | 1,062 | Colborne | Cramahe | 2,232 | Monaghan S | 884 | | | | | |
| | | | | | Grafton | Haldimand | 3,406 | Murray | 2,643 | | | | | |
| | | | | 5,528 | Cobourg | Hamilton | 3,462 | | | | | | | |
| | | | | | Gore's Landing | | | | | | | | | |
| | | | | | Warkworth | Percy | 2,621 | | | | | | | |
| | | | | 3,028 | Campbellford | Seymour | 2,601 | | | | | | | |
| | Totals | 32,512 | 7 | 10,883 | 7 | 6 | 16,528 | 3 | 4,344 | | | | 1 | 4,644 |
| 27 | Ontario | 38,382 | 10 | 1,030 | Cannington | Brock | 3,213 | Mara | 2,754 | | | | 1 | 3,838 |
| | | | | | Sunderland | | | | | | | | | |
| | | | | | Claremont | Pickering | 4,721 | Rama | 1,065 | | | | | |
| | | | | | Pickering | | | Scott | 1,814 | | | | | |
| | | | | 1,254 | Port Perry | Reach | 2,981 | | | | | | | |
| | | | | 1,003 | Beaverton | Thorah | 1,192 | Scugog | 416 | | | | | |
| | | | | 1,596 | Uxbridge | Uxbridge | 2,299 | Whitby | 1,781 | | | | | |
| | | | | | Brooklyn | | | | | | | | | |
| | | | | 6,318 | Oshawa | Whitby E | 2,644 | | | | | | | |
| | | | | 2,301 | Whitby | | | | | | | | | |
| | Totals | 38,382 | 10 | 13,502 | 10 | 6 | 17,050 | 5 | 7,830 | | | | 1 | 3,838 |
| 28 | Oxford | 46,018 | 16 | | Drumbo | Blenheim | 4,034 | Blandford | 1,410 | | | | 1 | 2,876 |
| | | | | | Plattsville | | | | | | | | | |
| | | | | | Princeton | | | | | | | | | |
| | | | | | Brownsville | Dereham | 3,597 | | | | | | | |
| | | | | 2,671 | Tillsonburg | | | | | | | | | |
| | | | | | Kintore | Nissouri E | 2,419 | | | | | | | |
| | | | | | Thamesford | | | | | | | | | |
| | | | | | Burgessville | Norwich N | 2,166 | | | | | | | |
| | | | | 1,271 | Norwich | | | | | | | | | |
| | | | | | Otterville | Norwich S | 2,105 | | | | | | | |
| | | | | 9,448 | Woodstock | Oxford E | 1,864 | | | | | | | |
| | | | | 4,847 | Ingersoll | Oxford N | 1,104 | | | | | | | |
| | | | | | Beachville | Oxford W | 1,832 | | | | | | | |
| | | | | 954 | Tavistock | Zorra E | 3,282 | | | | | | | |
| | | | | 556 | Embro | Zorra W | 2,458 | | | | | | | |
| | | | | | Harrington | | | | | | | | | |
| | Totals | 46,018 | 16 | 19,747 | 16 | 10 | 24,861 | 1 | 1,410 | | | | 1 | 2,876 |

## DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Continued

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Counties | Population of County | Number of Libraries in Counties | Urban Population in County | Name of Library, City, Town, Village or Community | Townships | | | | Towns or Villages without Library | Population of Towns and Villages | Township in which Town or Village is located | Proportion of Libraries to Population in each County | |
| | | | | | | Townships with Library | Population of Tsps. only | Townships without Library | Population of Tsps. only | | | | Lib. | Pop. |
| 29 | Peel | 19,611 | 11 | 692 | Bolton | | | | | | | | 1 | 1,782 |
| | | | | | Mono Road | Albion | 2,300 | Toronto Gore | 827 | | | | | |
| | | | | | Mono Mills | | | | | | | | | |
| | | | | | Alton | | | | | | | | | |
| | | | | | Belfountain | | | | | | | | | |
| | | | | | Caledon | Caledon | 3,447 | | | | | | | |
| | | | | | Inglewood | | | | | | | | | |
| | | | | 3,201 | Brampton | Chinguacousy | 3,282 | | | | | | | |
| | | | | | Claude | | | | | | | | | |
| | | | | | Port Credit | Toronto | 5,313 | | | | | | | |
| | | | | 549 | Streetsville | | | | | | | | | |
| | Totals | 19,611 | 11 | 4,442 | 11 | 4 | 14,342 | 1 | 827 | | | | 1 | 1,782 |
| 30 | Perth | 49,232 | 9 | 3,412 | St. Mary's | Blanshard | 2,242 | Downie | 2,499 | | | | 1 | 5,470 |
| | | | | | Shakespeare | Easthope, N. | 1,964 | Ellice | 2,903 | | | | | |
| | | | | 14,848 | Stratford | Easthope, S. | 1,316 | Hibbert | 2,026 | | | | | |
| | | | | | Atwood | Elma | 3,532 | Wallace | 2,361 | | | | | |
| | | | | 2,275 | Listowel | | | | | | | | | |
| | | | | | Fullarton | Fullarton | 1,879 | | | | | | | |
| | | | | | Monkton | Logan | 2,673 | | | | | | | |
| | | | | 1,776 | Mitchell | | | | | | | | | |
| | | | | 782 | Milverton | Mornington | 2,754 | | | | | | | |
| | Totals | 49,232 | 9 | 23,093 | 9 | 7 | 16,360 | 4 | 9,789 | | | | 1 | 5,470 |
| 31 | Peterborough | 36,989 | 4 | | Hastings | Asphodel | 1,542 | Belmont and Methuen | | | | | | |
| | | | | 812 | Norwood | | | | 1,609 | Havelock | 1,375 | Belmont | 1 | 9,247 |
| | | | | | | | | Burleigh | 614 | | | | | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 1,378 | Lakefield ..... | Douro ..... | 1,558 | Chandos ..... | 720 | ..... | ..... | ..... | .... | ..... |
| | | | | 16,923 | Peterborough . | Monaghan N.. | 1,379 | *Dummer .... | 1,450 | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 36,989 | 4 | 19,113 | 4 | 3 | 4,479 | 9 | 12,022 | 1 | 1,375 | 1 | 1 | 9,247 |

*In Peterborough there are five other townships (population in brackets) "without libraries," as follows: Ennismore (763), Galway and Cavendish (975), Harvey (835), Otonabee (2,578), Smith (2,477). These totals are included in the grand total of Population, Column 10.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 32 | Prescott..... | 25,719 | 1 | 1,631 | Vankleek Hill. | Hawkesbury W | 1,301 | Alfred'..... | 3,210 | L'Orignal .... | 1,246 | Longueuil..... | 1 | 25,719 |
| | | | | | | | | *Caledonia .... | 1,849 | Hawkesbury .. | 4,294 | Hawkesbury W | .... | ..... |
| | Totals.... | 25,719 | 1 | 1,631 | 1 | 1 | 1,301 | 6 | 17,247 | 2 | 5,540 | 2 | 1 | 25,719 |

*In Prescott there are four other townships (population in brackets) "without libraries," as follows: Hawkesbury E. (4,022), Longueuil (1,083), Plantagenet N. (3,893), Plantagenet S. (3,190). These totals are included in the grand total of Population, Column 10.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 33 | Prince Edward | 16,221 | 1 | 3,532 | Picton..... | Hallowell..... | 2,418 | Ameliasburg .. | 2,389 | Bloomfield .... | 647 | Athol..... | 1 | 16,221 |
| | | | | | | | | *Athol..... | 996 | Wellington.... | 845 | Hillier ..... | .... | ..... |
| | Totals.... | 16,221 | 1 | 3,532 | 1 | 1 | 2,418 | 6 | 8,779 | 2 | 1,492 | 2 | 1 | 16,221 |

*In Prince Edward there are four other townships (population in brackets) "without libraries," as follows: Hillier (1,451), Marysburg N. (1,012), Marysburg S. (1,028), Sophiasburg (1,903). These totals are included in the grand total of Population, Column 10.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 34 | Renfrew..... | 48,387 | 6 | | Admaston .... | Admaston .... | 1,874 | Algoma S .... | 701 | Cobden ..... | 754 | Ross ..... | 1 | 8,064 |
| | | | | 3,689 | Renfrew..... | Horton ..... | 1,361 | Alice & Fraser. | 1,967 | Eganville..... | 1,163 | Grattan ..... | .... | ..... |
| | | | | 4,317 | Arnprior ..... | McNab ..... | 3,443 | Bagot, etc..... | 1,160 | ..... | ..... | ..... | .... | ..... |
| | | | | | White Lake... | | | Bromley ..... | 1,773 | ..... | ..... | ..... | .... | ..... |
| | | | | 5,550 | Pembroke .... | Pembroke .... | 1,053 | Brougham .... | 489 | ..... | ..... | ..... | .... | ..... |
| | | | | | Foresters Falls | Ross ..... | 1,845 | *Brudenell. etc | 1,242 | ..... | ..... | ..... | .... | ..... |
| | Total....s | 48,387 | 6 | 13,556 | 6 | 5 | 9,576 | 19 | 23,343 | 2 | 1,917 | 2 | 1 | 8,064 |

*In Renfrew there are thirteen other townships (population in brackets) "without libraries" as follows: Grattan (1,877), Griffith, etc. (592), Hagarty, etc. (2,206), Head, etc. (348), Petawawa (807), Radcliffe (362), Raglan (728), Ralph (913), Sebastopol (595), Sherwood, etc. (1,363), Stafford (1,061), Westmeath (2,893), Wilberforce (2,266). These totals are included in the grand total of Population, Column 10.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 35 | Russell..... | 18,848 | 1 | 3,089 | Russell..... | Russell..... | 3,410 | Cambridge.... | 3,231 | Casselman .... | 753 | Cambridge.... | 1 | 18,848 |
| | | | | | | | | Clarence..... | 4,628 | Rockland ..... | 3,028 | Clarence..... | .... | ..... |
| | | | | | | | | Cumberland... | 3,798 | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 18,848 | 1 | 3,089 | 1 | 1 | 3,410 | 3 | 11,657 | 2 | 3,781 | 2 | 1 | 18,848 |

## DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Continued

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Counties | Population of County | Number of Libraries in Counties | Urban Population in County | Name of Library, City, Town, Village or Community | Townships: Townships with Library | Townships: Population of Tsps. only | Townships: Townships without Library | Townships: Population of Tsps. only | Towns or Villages without Library | Population of Towns and Villages | Township in which Town or Village is located | Proportion of Libraries to Population in each County: Lib. | Proportion of Libraries to Population in each County: Pop. |
| 36 | Stormont ..... | 23,285 | 2 | 6,242 | Cornwall ..... | Cornwall ..... | 5,604 | Finch ..... | 2,795 | Finch ..... | 413 | Finch ..... | 1 | 11,642 |
| | | | | | Newington .... | Osnabruck .... | 4,597 | Roxborough ... | 3,634 | ..... | ..... | ..... | | |
| | Totals.... | 23,285 | 2 | 6,242 | 2 | 2 | 10,201 | 2 | 6,429 | 1 | 413 | 1 | 1 | 11,642 |
| 37 | Simcoe ..... | 79,780 | 18 | | Angus ..... | Essa ..... | 2,937 | Adjala ..... | 2,160 | ..... | ..... | ..... | 1 | 4,432 |
| | | | | | Elmsvale ..... | Flos ..... | 3,037 | Matchedash .. | 429 | ..... | ..... | ..... | .... | ..... |
| | | | | 971 | Bradford ..... | Gwillimbury W | 2,114 | Oro ..... | 3,322 | ..... | ..... | ..... | .... | ..... |
| | | | | | Lefroy..... | Innisfil ..... | 3,114 | Sunnidale .... | 2,299 | ..... | ..... | ..... | .... | ..... |
| | | | | 596 | Coldwater .... | Medonte .... | 3,837 | Tossorontio ... | 1,489 | ..... | ..... | ..... | .... | ..... |
| | | | | | Hillsdale ..... | | | | | | | | | |
| | | | | 7,291 | Collingwood .. | Nottawasaga | 4,445 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 599 | Creemore .... | | | | | | | | | |
| | | | | 1,022 | Stayner ..... | | | | | | | | | |
| | | | | | Singhampton.. | | | | | | | | | |
| | | | | 5,703 | Orillia..... | Orillia..... | 3,220 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 4,232 | Midland ..... | Tay ..... | 5,909 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 1,189 | Alliston ..... | Tecumseh | 2,703 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 702 | Beeton ..... | | | | | | | | | |
| | | | | | Cookstown .... | | | | | | | | | |
| | | | | 494 | Tottenham.... | | | | | | | | | |
| | | | | 3,554 | Penetanguishene..... | Tiny ..... | 3,508 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 6,575 | Barrie..... | Vespra ..... | 2,297 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 79,780 | 18 | 32,928 | 18 | 11 | 37,121 | 5 | 9,699 | | | | 1 | 4,432 |
| 38 | Victoria ..... | 28,692 | 13 | | Victoria Road. | Bexley ..... | 660 | Carden ..... | 654 | Sturgeon Point | 430 | Fenelon ..... | 1 | 2,207 |
| | | | | | Kirkfield ..... | Eldon ..... | 2,396 | Dalton..... | 464 | ..... | ..... | ..... | .... | ..... |
| | | | | 441 | Woodville .... | | | | | | | | | |
| | | | | 549 | Omemee ..... | Emily ..... | 1,854 | ..... | ..... | ..... | ..... | ..... | .... | ..... |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Cambray ..... | Fenelon .... | 2,023 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 1,085 | Fenelon Falls. | | | | | | | | | |
| | | | | | Norland ..... | Laxton ..... | 622 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Little Britain . | Mariposa.... | 3,321 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Manilla ..... | | | | | | | | | |
| | | | | | Oakwood ..... | | | | | | | | | |
| | | | | 7,725 | Lindsay ..... | Ops ..... | 1,971 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Kinmount .... | Somerville.... | 1,636 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 965 | Bobcaygeon ... | Verulam..... | 1,896 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 28,692 | 13 | 10,765 | 13 | 9 | 16,379 | 2 | 1,118 | 1 | 430 | 1 | 1 | 2,207 |
| 39 | Waterloo ..... | 60,560 | 11 | 833 | Ayr ..... | Dumfries, N. | 1,909 | ..... | ..... | ..... | ..... | ..... | 1 | 5,505 |
| | | | | 9,718 | Galt..... | | | | | | | | | |
| | | | | 14,600 | Berlin..... | Waterloo ... | 6,715 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 4,620 | Waterloo ..... | | | | | | | | | |
| | | | | 2,518 | Hespeler..... | | | | | | | | | |
| | | | | 3,504 | Preston ..... | | | | | | | | | |
| | | | | | Hawkesville .. | Wellesley .. | 4,330 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Wellesley..... | | | | | | | | | |
| | | | | | New Dundee .. | Wilmot..... | 4,469 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 1,690 | New Hamburg | | | | | | | | | |
| | | | | 1,760 | Elmira..... | Woolwich..... | 3,894 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 60,560 | 11 | 39,243 | 11 | 5 | 21,317 | ..... | ..... | ..... | ..... | ..... | 1 | 5,505 |
| 40 | Welland..... | 38,390 | 9 | 1,639 | Bridgeburg ... | Bertie. ..... | 3,132 | Pelham..... | 2,513 | Chippawa .... | 736 | Willoughby ... | 1 | 4,265 |
| | | | | 1,379 | Fort Erie..... | | | | | | | | | |
| | | | | | Ridgeway .... | | | | | | | | | |
| | | | | | Stevensville .. | | | | | | | | | |
| | | | | 4,681 | Welland ..... | Crowland ..... | 1,053 | Wainfleet ..... | 2,515 | ..... | ..... | ..... | .... | ..... |
| | | | | 1,447 | Port Colborne. | Humberstone . | 2,960 | Willoughby ... | 846 | ..... | ..... | ..... | .... | ..... |
| | | | | 8,843 | Niagara Falls. | Stamford ..... | 2,789 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Fonthill ..... | Thorold .... | 1,703 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 2,119 | Thorold ..... | | | | | | | | | |
| | Totals.... | 38,390 | 9 | 20,108 | 9 | 5 | 11,637 | 3 | 5,874 | 1 | 736 | 1 | 1 | 4,265 |

## DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Concluded

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Counties | Population of County | Number of Libraries in Counties | Urban Population in County | Name of Library, City, Town, Village or Community | Townships | | | | Towns or Villages without Library | Population of Towns and Villages | Townships in which Town or Village is located | Proportion of Libraries to Population in each County | |
| | | | | | | Townships with Library | Population of Tsps. only | Townships Without Library | Population of Tsps. only | | | | Lib. | Pop. |
| 41 | Wellington.... | 53,765 | 16 | 1,110 | Arthur ..... | Arthur ..... | 2,425 | Luther W..... | 1,849 | ..... | ..... | ..... | 1 | 3,360 |
| | | | | 2,221 | Mt. Forest .... | | | | | | | | | |
| | | | | | Rockwood..... | Eramosa ... | 2,358 | Maryborough.. | 2,637 | ..... | ..... | ..... | .... | ..... |
| | | | | | Speedside..... | | | | | | | | | |
| | | | | 526 | Erin..... | Erin. ..... | 3,011 | Pilkington .... | 1,149 | ..... | ..... | ..... | .... | ..... |
| | | | | | Belwood ..... | Garafraxa .... | 1,815 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 14,867 | Guelph..... | Guelph..... | 2,225 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 600 | Clifford..... | Minto..... | 2,574 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 1,630 | Harriston .... | | | | | | | | | |
| | | | | 1,850 | Palmerston ... | | | | | | | | | |
| | | | | 1,205 | Elora ..... | Nichol..... | 1,528 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Ennottville.... | | | | | | | | | |
| | | | | 1,465 | Fergus..... | | | | | | | | | |
| | | | | | Alma ..... | Peel ..... | 3,327 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 784 | Drayton..... | Puslinch.... | 2,609 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Morriston..... | | | | | | | | | |
| | Totals.... | 53,756 | 16 | 26,258 | 16 | 9 | 21,872 | 3 | 5,635 | ..... | ..... | ..... | 1 | 3,360 |
| 42 | Wentworth.... | 99,510 | 6 | 73,542 | Hamilton .... | Barton..... | 3,644 | Ancaster..... | 3,830 | ..... | ..... | ..... | 1 | 16,585 |
| | | | | | Lynden ..... | Beverly..... | 3,200 | Binbrook..... | 1,126 | ..... | ..... | ..... | .... | ..... |
| | | | | 730 | Waterdown... | Flamboro, E.. | 2,335 | Glanford..... | 1,408 | ..... | ..... | ..... | .... | ..... |
| | | | | 3,953 | Dundas ..... | Flamboro, W | 2,566 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Millgrove .... | | | | | | | | | |
| | | | | | Saltfleet..... | Saltfleet ..... | 3,176 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 99,510 | 6 | 78,225 | 6 | 5 | 14,921 | 3 | 6,364 | ..... | ..... | ..... | 1 | 16,585 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 43 | York ..... | 400,604 | 20 | | Islington ..... | Etobicoke .... | 5,466 | Gwillimbury .. | 1,499 | Holland Land'g | 370 | Gwillimbury,E | 1 | 20,030 |
| | | | | 626 | Sutton, West.. | Georgina ..... | 1,491 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Mount Albert.. | } Gwillimbury. | 3,251 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Queensville ... | } E. | | | | | | | | |
| | | | | 1,683 | Aurora ..... | King..... | 4,636 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 981 | Markham .... | } Markham... | 5,054 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Unionville .... | | | | | | | | | |
| | | | | | Highland Creek | } Scarboro.... | 3,426 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Scarboro..... | | | | | | | | | |
| | | | | | Maple ..... | } Vaughan.... | 3,957 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 692 | Richmond Hill | | | | | | | | | |
| | | | | 564 | Woodbridge ... | | | | | | | | | |
| | | | | 3,200 | Newmarket ... | } Whitchurch. | 3,066 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | 998 | Stouffville .... | | | | | | | | | |
| | | | | | Bracondale ... | } York ..... | 1,156 | ..... | ..... | ..... | ..... | ..... | .... | ..... |
| | | | | | Don ..... | | | | | | | | | |
| | | | | 4,471 | North Toronto. | | | | | | | | | |
| | | | | | Runneymede .. | | | | | | | | | |
| | | | | 341,991 | Toronto..... | | | | | | | | | |
| | | | | 1,627 | Weston ..... | | | | | | | | | |
| | Totals.... | 400,604 | 20 | 356,833 | 20 | 9 | 31,503 | 1 | 1,499 | 1 | 370 | 370 | 1 | 20,030 |

**Note.**—There were in 1912 ten libraries under the control of the Toronto Public Library Board, the Reference Library on College and St. George Streets being the central library. The following are the nine branches: (1) Church Street, (2) Deer Park, (3) Dovercourt, (4) Municipal Reference (City Hall), (5) Queen and Lisgar, (6) Riverdale, (7) Western, (8) Wychwood, (9) Yorkville. With an approximate city population of 430,000 in 1912, this means one library for every 43,000 persons.

## DISTRIBUTION OF PUBLIC LIBRARIES BY DISTRICTS

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Districts | Population of District | Number of Libraries in Districts | Urban Population in County | Name of Library, City, Town, Village or Community | Townships | | | | Towns or Villages without Library | Population of Towns and Villages | Township in which Town or Village is located | Proportion of Libraries to Population in each County | |
| | | | | | | Townships with Library | Population of Tsp. only | Townships without Library | Population of Tsps. only | | | | Lib. | Pop. |
| 1 | Algoma..... | 23,549 | 3 | 726 | Bruce Mines .. | Plummer ..... | 200 | Day and Bright | 211 | Blind River... | 2,080 | Cobden ..... | 1 | 7,849 |
| | | | | | Marksville.... | St. Joseph.... | 1,036 | Hilton ..... | 400 | Steelton ..... | 3,178 | Korah ..... | | |
| | | | | 9,045 | Sault Ste Marie | Tarentorius .. | 504 | *Jocelyn ..... | 401 | Thessalon .... | 1,850 | Thessalon .... | | |
| | Totals.... | 23,549 | 3 | 9,771 | 3 | 3 | 1,740 | 11 | 5,341 | 3 | 7,108 | 3 | 1 | 7,849 |

* In Algoma there are eight other townships (population in brackets) "without libraries," as follows: Johnson (1,043), Korah (718), Laird (495), McDonald (700), Prince (177), Tarbutt (411), Thessalon (575), Thompson (210). These totals are included in the grand total of Population, Column 10.

## DISTRIBUTION OF PUBLIC LIBRARIES BY DISTRICTS

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | District | Population of District | Number of Libraries in District. | Urban Population in County | Name of Library, City, Town, Village or Community | Townships, Townships with Library | Townships, Population of Tsp. only | Townships, Townships without Library | Townships, Population of Tsps. only | Towns or Villages without Library | Population of Towns and Villages | Township in which Town or Village is located | Proportion of Libraries to Population in each County: Lib. | Proportion of Libraries to Population in each County: Pop. |
| 2 | Kenora ..... | 7,864 | 2 | 682 | Dryden ..... | Ignace ..... | 237 | Jaffray and Melich.... | 168 | Keewatin ..... | 1,256 | Machin..... | 1 | 3,932 |
| | | | | 5,246 | Kenora ..... | Machin ..... | 198 | Van Horne.... | 77 | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 7,864 | 2 | 5,928 | 2 | 2 | 435 | 2 | 245 | 1 | 1,256 | 1 | 1 | 3,932 |
| 3 | Manitoulin .... | 6,760 | 3 | ..... | CockburnIsland | CockburnIsland | 314 | Assiginack.... | 929 | ..... | ..... | ..... | 1 | 2,253 |
| | | | | 640 | Gore Bay ..... | Gordon ..... | 720 | Billings ..... | 409 | ..... | ..... | ..... | .... | ..... |
| | | | | 1,039 | Little Current. | Howland..... | 949 | *Burpee ..... | 317 | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 6,760 | 3 | 1,679 | 3 | 3 | 1,983 | 6 | 3,098 | ..... | ..... | ..... | 1 | 2,253 |
| 4 | Muskoka..... | 18,752 | 5 | 2,307 | Huntsville .... | Chaffey..... | 925 | Brunell..... | 676 | ..... | ..... | ..... | 1 | 3,750 |
| | | | | | Baysville ..... | McLean ..... | 766 | Cardwell ..... | 330 | ..... | ..... | ..... | .... | ..... |
| | | | | 2,976 | Bracebridge... | Macauley .... | 668 | Draper ..... | 880 | ..... | ..... | ..... | .... | ..... |
| | | | | 300 | Port Carling .. | Medora & Wood | 1,031 | Monck ..... | 1,086 | ..... | ..... | ..... | .... | ..... |
| | | | | 2,080 | Gravenhurst .. | Muskoka ..... | 638 | *Morrison..... | 856 | ..... | ..... | ..... | .... | ..... |
| | Totals.... | 18,752 | 5 | 7,663 | 5 | 5 | 4,028 | 10 | 7,061 | ..... | ..... | ..... | 1 | 3,750 |
| 5 | Nipissing ..... | 43,531 | 5 | 3,818 | Haileybury.... | Bucke ..... | 1,205 | Bonfield ..... | 1,155 | Bonfield ..... | 437 | Unsurveyed... | 1 | 8,670 |
| | | | | 2,646 | New Liskeard. | Dymond ..... | 719 | Caldwell..... | 1,391 | Cache Bay .... | 982 | Springer..... | .... | ..... |
| | | | | | Hillview..... | Hudson ..... | 205 | Calvin..... | 441 | Cobalt..... | 4,562 | Coleman..... | .... | ..... |

* In Manitoulin there are three other townships (population in brackets) "without libraries," as follows: Carnarvon (738), Sandfield (247), Tehkummah (458). These totals are included in the grand total of Population, Column 10.

* In Muskoka there are five other townships (population in brackets) "with out libraries," as follows: Oakley (296), Ryde (466), Stevenson (1,003), Stisted (624), Watt (824). These totals are included in the grand total of Population, Column 10.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 4,328 | Sudbury | McKim | 618 | Cameron | 303 | Cochrane | 748 | Glackmeyer | | | |
| | | | | 7,851 | North Bay | Widdifield | 2,681 | Casey | 240 | Englehart | 649 | Evanturel | | | |
| | | | | | | | | Chamberlain | 182 | Latchford | 581 | Coleman | | | |
| | | | | | | | | Chisholm | 1,015 | Mattawa | 1,516 | Unsurveyed | | | |
| | | | | | | | | *Coleman | 2,565 | Sturgeon Falls | 2,282 | Widdifield | | | |
| | Totals | 43,351 | 5 | 18,643 | 5 | 5 | 5,428 | 19 | 13,987 | 8 | 11,757 | 8 | 1 | 8,670 | |

* In Nipissing there are eleven other townships (population in brackets) "without libraries," as follows: Dack (266), Evanturel (268), Ferris (994), Harley (425), Harris (323), Hilliard (158), James (1,887), Kerns (444), Matawan (170), Papineau (562), Springer (1,202). These totals are included in the grand total of Population, Column 10.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | Parry Sound | 17,641 | 5 | 940 | Burk's Falls | Armour | 942 | Carling | 305 | Sunridge | 415 | Machar | 1 | 3,528 | |
| | | | | | Trout Creek | Himsworth N. | 772 | Chapman | 760 | Kearney | 369 | Perry | | | |
| | | | | | Depot Harbour. | McDougall | 840 | Christie | 445 | Powassan | 681 | Himsworth | | | |
| | | | | 3,666 | Parry Sound | | | Foley | 592 | | | | | | |
| | | | | 548 | South River | Machar | 486 | *Hagerman | 416 | | | | | | |
| | Totals | 17,641 | 5 | 5,154 | 5 | 4 | 3,040 | 14 | 8,387 | 3 | 1,465 | 3 | 1 | 3,528 | |

* In Parry Sound there are nine other townships (population in brackets) "without libraries," as follows: Himsworth S. (1,005), Humphrey (481), Joly (284), McKellar (560), McMurrich (683), Nipissing (699), Perry (840), Ryerson (628), Strong (689). These totals are included in the grand total of Population, Column 10.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | Rainy River | 7,295 | 2 | 1,524 | Fort Frances | Chapple | 889 | Alberton | 285 | | | | 1 | 3,647 | |
| | | | | 1,875 | Rainy River | Atwood | 217 | *Delhi | 251 | | | | | | |
| | Totals | 7,295 | 2 | 3,399 | 2 | 2 | 1,106 | 7 | 2,800 | | | | 1 | 3,647 | |

* In Rainy River there are five other townships (population in brackets) "without libraries," as follows: Emo (757), Lavelle (709), McIrvine (27), Morley and Patullo (453), Worthington and Blue (318). These totals are included in the grand total of Population, Column 10.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8 | Sudbury | 17,514 | 2 | | Victoria Mines | Denison | 1,677 | Balfour | 479 | Chelmsford | 534 | Balfour | 1 | 8,757 | |
| | | | | 2,417 | Copper Cliff | Salter | 837 | Blezard | 315 | Massey | 822 | Salter | | | |
| | | | | | | | | Cassimer, etc. | 597 | Sudbury | 4,093 | McKim | | | |
| | | | | | | | | *Chapleau, etc. | 1,007 | Webbwood | 569 | Hallam | | | |
| | Totals | 17,514 | 2 | 2,417 | 2 | 2 | 2,514 | 16 | 9,657 | 4 | 6,018 | 4 | 1 | 8,757 | |

* In Sudbury there are thirteen other townships (population in brackets) "without libraries," as follows: Drury, etc. (1,613), Hagar (236), Hallam (265), Hanmer (429), McKim (288), Martland (353), Nairn (235), Neelon and Garson (479), Ratter and Dunnett (1,027), Rayside (770), Tisdale (—), Waters (192), Whitney (1,372). These totals are included in the grand total of Population, Column 10.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | Thunder Bay | 35,917 | 2 | 12,862 | Port Arthur | Neebing | 127 | O'Connor | 340 | | | | 1 | 17,958 | |
| | | | | 19,858 | Fort William | Nepigon | 304 | *Oliver | 527 | | | | | | |
| | Totals | 35,917 | 2 | 32,720 | 2 | 2 | 431 | 5 | 2,984 | | | | 1 | 17,958 | |

* In Thunder Bay there are three other townships (population in brackets) "without libraries," as follows: Paipoonge (617), Schreiber (1,031), Shuniah (251). These totals are included in the grand total of Population, Column 10.

## TABLE E—STATEMENT

Being a recapitulation of the preceding table, showing the proportion of Public Libraries to population in the under-mentioned Counties and Districts in the Province of Ontario for the year 1911. The population is that given by the assessors—exclusive of juveniles—and must not be accepted as strictly accurate, but sufficiently correct upon which to base further practical calculations.

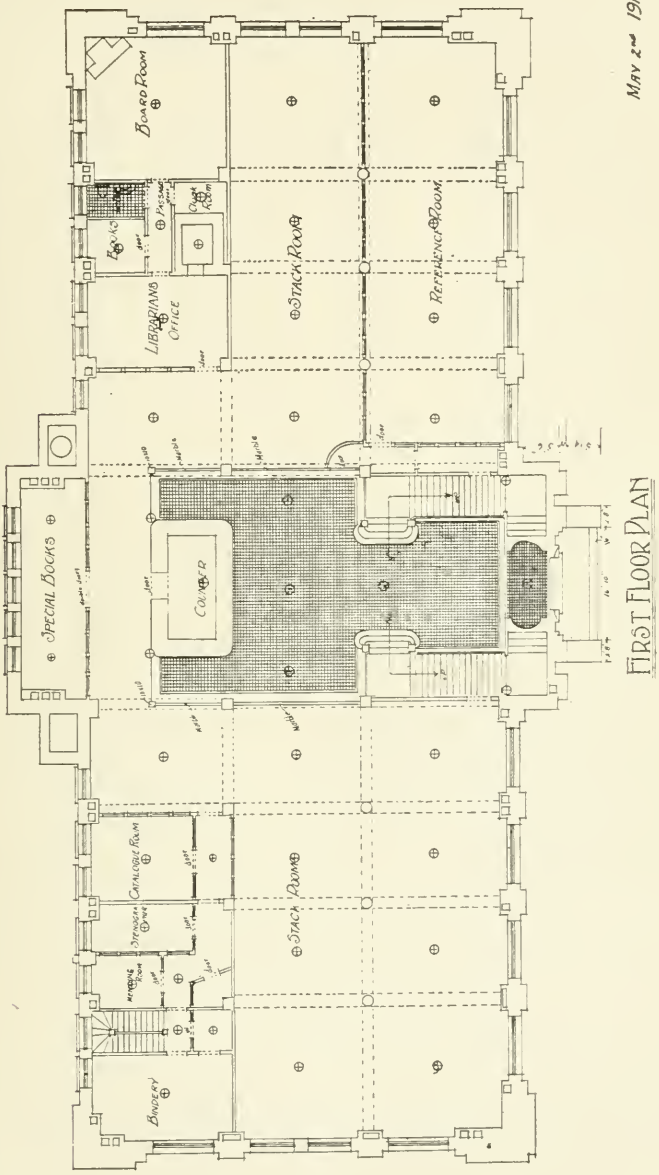
| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Brant Co .... | One Lib. to every | | 5,677 | of pop. | 29 | Peel Co..... | One Lib. to every | | 1,782 | of pop. |
| 2 | Bruce Co .... | " | " | 2,794 | " | 30 | Perth Co .... | " | " | 5,470 | " |
| 3 | Carleton Co.. | " | " | 16,308 | " | 31 | Peterborough Co..... | " | " | 9,247 | " |
| 4 | Dufferin Co .. | " | " | 2,889 | " | 32 | Prescott Co.. | " | " | 25,719 | " |
| 5 | Dundas Co... | " | " | 2,833 | " | 33 | Prince Edward Co.... | " | " | 16,221 | " |
| 6 | Durham Co... | " | " | 6,127 | " | 34 | Renfrew Co.. | " | " | 8,064 | " |
| 7 | Elgin Co..... | " | " | 5,441 | " | 35 | Russell Co... | " | " | 18,848 | " |
| 8 | Essex Co..... | " | " | 7,921 | " | 36 | Stormont Co. | " | " | 11,642 | " |
| 9 | Frontenac Co. | " | " | 12,899 | " | 37 | Simcoe Co.... | " | " | 4,432 | " |
| 10 | Glengrry Co.. | " | " | 4,887 | " | 38 | Victoria Co... | " | " | 2,207 | " |
| 11 | Grenville Co.. | " | " | 5,361 | " | 39 | Waterloo Co.. | " | " | 5,505 | " |
| 12 | Grey Co..... | " | " | 4,444 | " | 40 | Welland Co.. | " | " | 4,265 | " |
| 13 | Haldimand Co. | " | " | 2,219 | " | 41 | Wellington Co. | " | " | 3,360 | " |
| 14 | Haliburton Co. | " | " | 2,938 | " | 42 | Wentworth Co | " | " | 16,585 | " |
| 15 | Halton Co.... | " | " | 4,092 | " | 43 | York Co..... | " | " | 20,030 | " |
| 16 | Hastings Co.. | " | " | 7,561 | " | 44 | Algoma Dist.. | " | " | 7,849 | " |
| 17 | Huron Co.... | " | " | 3,325 | " | 45 | Kenora Dist.. | " | " | 3,932 | " |
| 18 | Kent Co..... | " | " | 5,943 | " | 46 | Manitoulin Dist..... | " | " | 2,253 | " |
| 19 | Lambton Co.. | " | " | 3,223 | " | 47 | Muskoka Dist. | " | " | 3,750 | " |
| 20 | Lanark Co... | " | " | 3,633 | " | 48 | Nipissing Dist. | " | " | 8,670 | " |
| 21 | Leeds Co..... | " | " | 5,682 | " | 49 | Parry Sound Dist..... | " | " | 3,528 | " |
| 22 | Lennox and Addingt'n Co. | " | " | 3,150 | " | 50 | Rainy River Dist..... | " | " | 3,647 | " |
| 23 | Lincoln Co... | " | " | 4,163 | " | 51 | Sudbury Dist. | " | " | 8,757 | " |
| 24 | Middlesex Co. | " | " | 5,864 | " | 52 | Thunder Bay Dist..... | " | " | 17,958 | " |
| 25 | Norfolk Co... | " | " | 4,415 | " | | | | | | |
| 26 | Northumberland. ..... | " | " | 4,644 | " | | | | | | |
| 27 | Ontario Co... | " | " | 3,838 | " | | | | | | |
| 28 | Oxford Co ... | " | " | 2,876 | " | | | | | | |

## TABLE F—SUMMARY

Showing the number of Counties and Districts that have the same number of LIBRARIES for the same approximate populations. For example (1) one county has ELEVEN libraries in eleven places, serving an approximate population EACH of 1,800. (2) Three counties have twenty-six libraries in twenty-six places, serving an approximate population EACH of 2,300, and so on.

| Number of Counties | Number of Libraries | Approximate Population | Number of Counties | Number of Libraries | Approximate Population | Number of Counties | Number of Libraries | Approximate Population |
|---|---|---|---|---|---|---|---|---|
| 1 | 11 | 1,800 | 2 | 11 | 5,000 | 4 | 17 | 10,000 |
| 3 | 26 | 2,300 | 4 | 22 | 5,500 | 1 | 2 | 12,000 |
| 4 | 46 | 2,900 | 4 | 38 | 6,000 | 3 | 37 | 15,000 |
| 5 | 55 | 3,400 | 1 | 15 | 6,500 | 2 | 2 | 17,000 |
| 6 | 33 | 3,900 | 1 | 7 | 7,500 | 2 | 9 | 19,000 |
| 6 | 59 | 4,500 | 2 | 11 | 8,000 | 1 | 1 | 26,000 |

THE HAMILTON PUBLIC LIBRARY




FIRST FLOOR PLAN

## TABLE G—STATEMENT

**Showing proportion of Urban and Rural Libraries in the Province and books in same in proportion to population—and in the case of the Urban Libraries their distribution in cities, towns and villages respectively—with a general comparison in respect to number and circulation of books between Urban and Rural Libraries. Also showing the classification of all libraries according to (1) population (2) number of books and (3) circulation.**

### Libraries—Urban

### In the Cities, Towns and Villages of Ontario

(Computed from the Annual Reports of the Free and Association Libraries for 1911 and other data.)

URBAN LIBRARIES total 213, being 60% of all Public Libraries.

*These 213 libraries own 1,129,717 books, or 84% of all the books in all Public Libraries, Urban and Rural, Free and Association.

The joint population of these 213 cities, towns and villages is 1,211,786, or 93% of the combined Urban and Rural "Library" population.

There is *one* Urban Library for every 5,689 of the urban population.

For every 1,000 of the urban population there are 933 books, being a fraction less than *one* book for every person.

The total circulation of the 1,129,717 books in the Urban Libraries is 3,160,908, each book circulating nearly three times, or a circulation of 2½ per capita.

*NOTE.—These books in Urban Libraries are distributed as follows:

| | | No. Books |
|---|---|---|
| 18 | Cities with population of 15,000 and over | 424,506 |
| 97 | Towns " " 2,000 up to 15,000 | 433,905 |
| 98 | Villages " " 750 up to 2,000 | 271,306 |
| 213 | Total Urban | 1,129,717 |

### Libraries—Rural

RURAL LIBRARIES total 142, with an approximate library population of 94,979.

The "Rural" Libraries represent 40% of all Public Libraries.

The population dependent on the Rural Libraries is 7% of the total of the Urban and Rural Library population combined.

These 142 Rural Libraries own 214,914 books, representing 16% of all the books in all Public Libraries, Rural and Urban, Free and Association.

There is one Rural Library for every 6,677 of the Rural "Library" population.

For every 1,000 of the Rural population there are 2,267 books, or 2¼ books for every person.

The total circulation of the 214,914 books in the Rural Libraries is 214,378, each book circulating once, or as regards population 2¼ per capita.

#### Public Libraries Classed according to Population

| | | |
|---|---|---|
| Less than 1,000 population | 176 | Libraries. |
| Over 1,000, less than 5,000 population | 141 | " |
| " 5,000, " 10,000 " | 17 | " |
| " 10,000, " 15,000 " | 11 | " |
| " 15,000, " 20,000 " | 4 | " |
| " 20,000 population | 6 | " |
| | 355 | " |

#### Libraries Classed according to Number of Books

| | | |
|---|---|---|
| Less than 1,000 vols. | 52 | Libraries. |
| From 1,000 to 2,500 vols. | 139 | " |
| " 2,500 " 5,000 " | 104 | " |
| " 5,000 " 10,000 " | 48 | " |
| Over 10,000 vols | 12 | " |
| | 355 | " |

Libraries Classed according to Circulation

| | | |
|---|---|---|
| Less than 1,000 | 64 | Libraries. |
| From 1,000 to 2,500 | 98 | " |
| " 2,500 " 5,000 | 80 | " |
| " 5,000 " 10,000 | 52 | " |
| " 10,000 " 25,000 | 44 | " |
| Over 25,000 | 17 | " |
| | 355 | " |

NOTE.—To take rank as a city there must be a population—though the law is not cast iron—of not less than 15,000; as a town 2,000 up to 15,000, and as a village 750 up to 2,000. While this is the rule, it has not been followed in every case. Following this rule, however, for Library purposes, there are 18 cities, 97 towns, and 98 villages in the Province, which contain in their several libraries 424,506, and 433,905, and 271,306 books respectively.

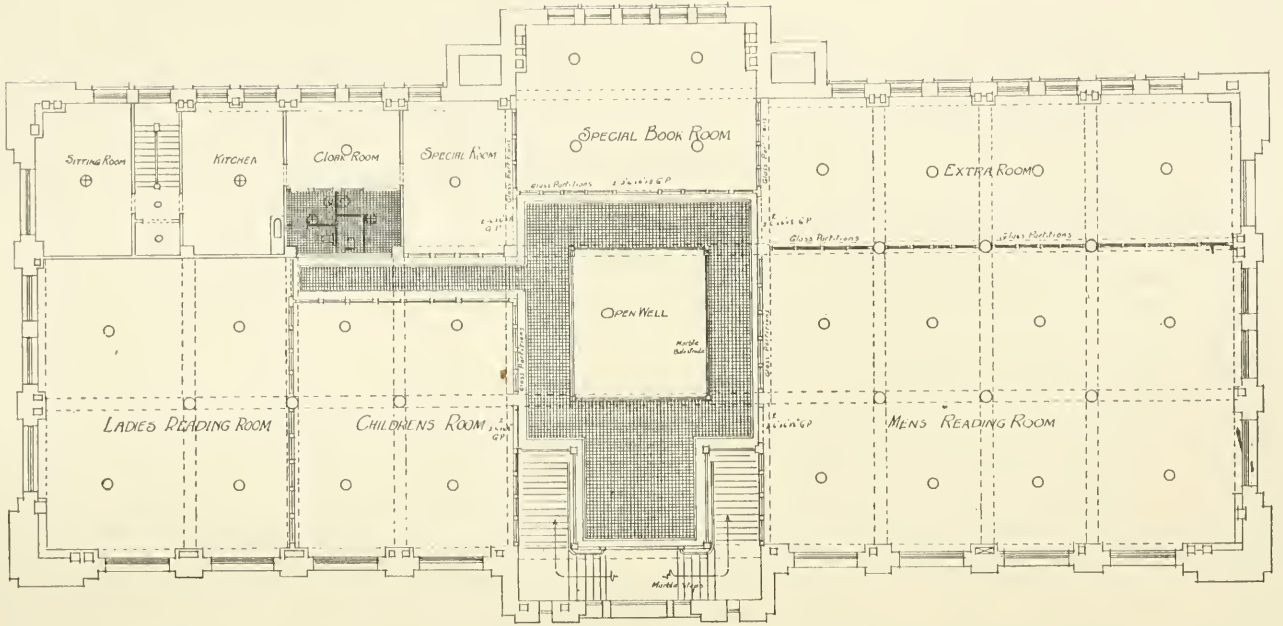
By "Library" population is meant not the total rural population, but the approximate assessed population, exclusive of juveniles, capable of being—if not actually—served by all the Rural Libraries.

**List of Counties in Ontario whose Councils do or do not provide for a fixed Grant to every Library in the County, yearly**

| Counties that give Annual Grants | | Counties that do not give Annual Grants |
|---|---|---|
| Bruce | $30 | Brant, |
| Essex | 50 | Carleton. |
| Haliburton | 25 | Dufferin. |
| Huron | 30 | Elgin. |
| Kent | 25 | Frontenac. |
| Lambton | 10 | Grey. |
| Lincoln, $1 for every $3 paid by School Section | .. | Haldimand. |
| | | Halton. |
| Middlesex | 25 | Hastings. |
| Oxford | 50 | Kenora. |
| Ontario | 25 | Leeds and Grenville. |
| Simcoe | 10 | Lennox and Addington. |
| Victoria | 25 | Lanark. |
| | | Northumberland and Durham. |
| | | Norfolk. |
| | | Peel. |
| | | Perth. |
| | | Peterborough. |
| | | Prescott and Russell. |
| | | Prince Edward. |
| | | Renfrew. |
| | | Stormont, Dundas and Glengarry. |
| | | Waterloo. |
| | | Wentworth. |
| | | Welland. |
| | | * York. |

* York has now under consideration the payment of a fixed annual grant to every library in the county.

# THE HAMILTON PUBLIC LIBRARY




SECOND FLOOR PLAN

MAY 2nd 1912

## AN EPITOME OF LIBRARY HISTORY

"While the creation of the Public Library in Ontario obviously does not date from 1485 when Whittington founded a library in London, nor from 1638 when John Harvard in America willed all his 300 books for public use, or even to 1653 when Capt. Keane bequeathed his books for a public library in Boston, nor even to 1701 when Dr. Sharpe left his books for the purpose of founding a public library in New York,—we can with some complacency institute comparison with the advance of the library movement in the United States in the following century. Though the American Philosophical Society in Philadelphia with which Franklin was so closely associated received its first books in 1732, which, to quote the exact words of a very frank by-law "any civil gentleman was allowed to peruse," it was not until 1833 that a general tax was levied upon the banks in Peterboro, New Haven for the "purchasing of books for a town library to be free to the people." This was the forerunner of the great educational agitation in Massachusetts under Horace Mann in 1837-1849, and which I understand brought about the first practical public library movement instituted in the United States.

During these years the library movement was not marking time in Britain. In 1699 James Kirkwood of Scotland, evolved a scheme for the support of public libraries by taxation. In 1706, 58 local libraries were established. A local public library was opened in Falkeith in 1792 and by 1840 subscription libraries were common in Scotland. In 1850 Edward Edwards and others piloted a bill which is the Magna Charta of Public Libraries in Britain. It was supported by the House of Lords, but opposed by the Commons. The first library opened under this Act was that of Manchester, September 2nd, 1852, with 20,000 volumes. Present upon that occasion were Bulwer Lytton, W. M. Thackeray, John Bright and Charles Dickens. Dickens said, "this is a great free school, inviting the humblest workman to be a student, knowing neither sect, party or distinction, only the public want and good."

"If books do soothe, cheer and console," said Thackeray, "if they do make sorrow bearable to us, or teach us to endure it, if they do create in us harmless tears or happy laughter, if they do bring forth in us peace and good will, surely we will not grudge these inestimable blessings to the poorest of our friends."

To-day there are some 700 libraries in Great Britain and Ireland.

Meanwhile in Canada on the 8th of June, 1800, the first library was organized in Ontario by 41 local men called the "proprietors." Let me read from their announcement:

"Sensible how much we are at a loss in this new and remote country for every kind of useful knowledge, and convinced that nothing would be of more use to diffuse knowledge amongst us and our offspring than a library, supported by subscription, in this town, we whose names are hereunto subscribed, hereby associate ourselves together for that purpose, and promise to pay annually a sum not exceeding four dollars, to be laid out on books, as agreed upon by a majority of votes at a yearly meeting to be held by us at this town on the 15th of August, annually, when everything respecting the library will be regulated by the majority of votes."

This library continued until at least 1832. In 1848, however, a Mechanics' Institute was organized, which is in operation to-day as the Niagara Public Library.

No library legislation, however, was introduced until 1835 when Parliament passed an Act to aid the "Mechanics' Institutes" which in response to agitation were then first established. Special grants were subsequently given of from $400

to $800 to Toronto, Kingston, Brantford, Hamilton, Dundas and London, and to Niagara in 1848. In 1851 the Act was amended providing for the management of "Library Associations." Grants of $200 were paid to ten Institutes. Six years later similar grants were paid to 58 Institutes and a Board of Arts and Manufactures incorporated. Only those Institutes were entitled to representation who had subscribed one tenth of their annual grant in support of the Board. In 1858, 143 Institutes and Associations in all Canada received aid. Forty-nine of these not reporting, payments of grants, possibly as a punishment, were withheld for ten years. In 1865 only $2,000 was voted for the purpose. In 1868 the superintendence of all Institutes and Associations with the books of the library of the Board,—the latter being abolished,—was placed under the control of the Department of Agriculture.

The new Act authorized an annual grant of one dollar for every dollar obtained by a library from local sources, the maximum being $200.00. In 1869 the amended Act recognized for the first time "General Literature" in addition to technical books. In 1871 the maximum grant was increased from $200 to $400, two dollars being given for every one dollar received from local sources, and instruction "relating to the every day pursuit of the working population" was added. In 1872 this aid was restricted to Mechanics' Institutes in cities, towns and villages. In 1875 the wisdom of the authorities presumably expanding in sympathy with the development of the country, agreed to include "works on history, travel, poetry, biography, and philosophy" as eligible to share in the grant, limiting the expenditure on a reading-room to one quarter of the grant. In 1879 forty-nine delegates urged and succeeded in allowing 20 per cent. of the annual grant to be allotted for the purchase of books of Fiction. To these "forty-niners" belongs the credit of securing the first legal recognition of Fiction in the libraries of Ontario. It should be noted that when Confederation of the Province was accomplished in 1867, and the Dominion of Canada was created, Upper Canada or the then "Canada West," became Ontario.

It was not until 1880, however, that the control of the libraries passed from the Department of Agriculture into the Department of Education, to which, as an important auxilliary, it naturally belonged. Libraries and library extension were thence forward officially acknowledged as living factors in the educational system of the Province.

In 1882 the Free Libraries Act was passed which provided for the transformation of "Mechanics' Institutes" into Free Libraries. The Mechanics' Institute at Toronto was the first Free library created under the Act. In 1887 further amendments of the Act allowed Mechanics' Institutes with a membership of fifty and annual subscriptions of $25.00 to receive $25.00 annually, but those with a membership of one hundred, and subscriptions of not less than $50.00, were to receive $50.00 annually. In addition to this dollar for dollar was allowed upon the purchase of books up to $150.00, only 20 per cent. being allowed for Fiction, and also dollar for dollar on an open Reading-room up to $50.00.

The Ontario Library Association was organized in 1900.

In 1895 all previous Acts were consolidated providing for the continuance of all Institutes and Libraries under the head of "Public Libraries." The basis of allotment of the government grant being dollar for dollar invested by the library in books up to $200 in cities, $150.00 in towns, and $100.00 in all other cases. Also dollar for dollar on newspapers and magazines up to $50.00 for each Reading-room. It also imposed upon the municipality or local corporations, or from some

other source the production of one dollar for every dollar paid by the Government. Local Boards had to duplicate the purchase of books, etc., made with Government money. Expenditures increased so rapidly that the amount of the total government appropriation was soon exceeded. A reduction followed, but still reached in many cases the maximum of $200.00, $150.00 and $100.00 respectively.

In 1909 the new Public Libraries Act came into operation, and is the Act under which, with trifling amendments, all public libraries in Ontario are to-day operated.

## LIBRARY EXTENSION ON COUNTY LINES

### Address given at the Niagara Institute at Beamsville

### By Mr. W. H. Arison, Niagara Falls, Ont.

In assigning to me the duty of opening the discussion of the subjects "Library Extension on County Lines" and that of "Grouping of Institutes for Joint Meetings in 1913-1914" it was perhaps intended that they should be separately presented, but it seems to me that, in what I shall have to say, the two questions are so closely identified, with your permission I will take the liberty of combining them and as briefly as I can present for your consideration a few thoughts that have occurred to me in the limited time there has been at my disposal to devote to the subject.

The first thought on taking up the subject of library extension of any kind is naturally that of the great possibilities involved in reaching a greater number of people than are possible in the circumscribed limits covered by most libraries. The placing of books within convenient reach of those who are remote from the more favoured localities where graded schools, supplemented by a Carnegie Library whose shelves are well stocked with choice fiction—and a few reference books—serves to make learning and culture abound.

It is an inspiring thought, too, to feel that so far as one's personal limitations will permit, we may contribute our quota of influence in extending the benefits and advantages of the library to the greatest possible number. To understand what is involved in the extension of the library on "County Lines," I will explain as briefly as possible the plan so far developed.

The system had its origin nearly a century ago and was the outgrowth of local conditions. The population was scattered over a large area, and it was felt necessary to devise means of supplying the people with books other than by the establishment of municipal libraries. The first legislation on the matter was in the State of Indiana, but the law was so framed that counties could only appropriate a small amount ($75.00) and the movement was not a success and was soon abandoned.

The idea appears to have been revived about a quarter of a century ago, and subsequently several of the United States enacted laws providing for a small taxation for the establishment and maintenance of county libraries.

Probably the most effective county system existing at this time is that of the State of California. Through it the State Library works to meet as far as possible the needs of all the people of the State. The system is described as very simple. Its principal features are as follows:

That portion of a county not receiving library service is made the unit for library service—the establishment of the County Free Library being entirely permissive with the Board of Supervisors, and requires published notices of intention to establish before it may be done. If a town has no library, it is included; if, on the other hand, it has one, it is automatically excluded. Two plans are provided by which a town thus left out may enter the system. By action of its Board of Trustees it may become an integral part of the system or it may contract for partial or complete service. A Board of Library Examiners has the power to issue certificates to those desiring to enter the service. The State Librarian co-operates with the county libraries and an annual report is sent in to the State from each county. The central library at the county seat owns all the books; branches or deposit stations are established in various parts of the county, through which the books reach the people.

The County Librarian must visit all parts of the county, ascertain the needs and desires of the people, establish a deposit station, select the books adapted to that particular section and thus put the system into operation. If a book desired by any person is not in the collection, nor in the main library, it is procured from the State Library, and in some instances from the National or Library of Congress.

Every school district in the county can thus have a library service that would otherwise be impossible. While it is not obligatory that established libraries shall become a part of the system, it is made the duty of the county librarian to give advice

and assistance—aid in cataloguing, in purchasing books, etc.—which ultimately it is expected will involve the interchange of books. The law provides that school libraries where maitained may become branches of the system, and may thus have a library service with access to a greater number of books. In short, the system is upon a larger scale, simply that in effect in many of our municipal libraries having branches located in various sections of the municipality—with practically the same system of taxation, only on a larger scale—with the very important advantage of providing for trained and certified librarians. It may be said to have passed the experimental stage and has been operated long enough to lead enthusiastic advocates to say that once established the people have no desire to return to or take up the old system. No doubt much yet remains to be done to perfect the working machinery. There is one danger which menaces the success of the movement, that of too much legislation, tending to make the system cumbersome and intricate. One writer says in relation to the extension in another State: "The object of the work was from the beginning educational rather than philanthropic, and all gifts of books were received subject to approval of the Committee and *not one unfit book* was included. Another writer makes the comforting statement that the books of these libraries were of real literary merit and of a certain ethical influence. In fact, they were almost without exception books of permanent value.

These conditions are most commendable and may possibly be a result of the county system of extension, which should insure a better general selection of books. The County of Washington, Minnesota, has seven libraries in circulation through the county, supplying nearly 800 people with books at a cost of less than fifty cents per capita. A comparison of the statement of per capita cost by County Extension with some of our own experiences would help to determine its value, but time will not permit. The three fundamental principles underlying library work may be summed up in the following:

1. To enlarge the mental and moral vision of the people.
2. To increase their efficiency in their various pursuits.
3. To teach them the gospel of self help.

In enlarging the mental and moral vision, widening the horizon, they shall have learned what it means to be efficient and shall have acquired the idea of self help, and the ghosts of discouragement, of fear, of blindness and ignorance shall no longer deter their advancement and success. The most dangerous of all—that of ignorance—because it is the limiting factor in human progress, shall no longer trouble or hold back the man who strives to succeed.

Enlarge the mental vision and the man soon understands that it pays to improve. If he is imbued with the conviction of his own helplessness, how can he become efficient? Efficiency is to-day the watchword of the business world; it should be the watchword in every phase of business and social life. It means self examination; it means keen criticism of methods, careful weighing of measures, the abandonment of tradition, the acquiring of the art of helping themselves, the forgetting of the ghosts enumerated. It, too, means perhaps hard, patient study, may need a spur to bring men to a proper realization of what these principles mean to them, and above all a little bolstering of courage to help them over the rough places. Provide the incentive, and herein lies the responsibility of the library in large measure, and they shall acquire the knowledge of how to help themselves. It is the men who have visions that accomplish great things.

How to provide the incentive? Much is and must be left to the initiative of the librarian, especially with the younger generation. I am reminded of a little story, the correctness of which I do not vouch, but it will serve to illustrate my point. A century ago there lived in a little canton of Switzerland a boy whose indolence and indifference to his school work filled the heart of his teacher with despair. Punishment, coaxing, the offer of reward, made no improvement in his work. One day during a study period, the boy, unlike the other pupils, was idling his time away: a dull, apathetic expression on his face, when the teacher about to reprove him saw him catch a fly. Immediately the expression of his face changed to one of intense interest as he carefully held the insect, turning it this way and that as he examined its wings, its feet, its eyes, and then allowing it to escape without injury. He sat in so apparent absorption, shall we say exaltation, that it gave the teacher an inspiration. Directing the pupils to put aside their books he said that he wanted to know what they could tell about a fly, and purposely asked a boy in the furthest corner of the room, who was unable to say much about it. The idle boy's face shone with eagerness to tell what he knew and became more excited as each failure was made, until finally when his turn came he was transformed, and amazed the teacher and school with his intimate knowledge of the subject. This served to crystallize the idea that had come to the teacher. A class in zoology was organized, and studies began with the boy Louis leading all. Soon he realized the necessity of knowledge in other lines if he was to become efficient, self-helpful, and ultimately Louis Agassiz became the foremost zoologist and scientist of his time.

With a larger, purer vision and with higher efficiency, any man will have gone far on the road to the third principle; he will have begun to learn self-help, to substitute self-help for dependence, courage for fear, hope for doubt, manliness for cowardice. All these ghosts shall be laid. Yes! it is truly an inspiration to consider the possibilities of library extension, whether it be on county lines or not.

If once we shall have exhausted the resources at our command and have "no more worlds to conquer" inside the limits of the territory covered by our libraries as now constituted, then by all means broaden the scope of our work. "Getting results is the main thing." Are we getting the results we should? is a question which every librarian, every trustee of a library should constantly have before him.

Have we utilized our assets and have we developed in only a small degree our possible efficiency? We have, I believe, as nearly perfect a system for the establishment of libraries as exists anywhere. The government is so anxious and willing to extend its helpful influence, that I believe that if the organized body of library workers throughout the province would agree that the inauguration of a county system would result in the greatest good to the greatest number of people, it would receive the most serious consideration and ere long be adopted. But, is it fair to assume that this would prove the best until we shall have realized in the fullest sense the value of assets already in hand.

### Library Institutes

We have as liberal allowance in money from the government as the conditions will permit. This is supplemented by the travelling libraries which the Inspector told us about last evening. We have a well arranged system for the appointment of trustees, and we have the most faithful, kindly, intelligent and earnest service and instruction of our revered Inspector of Libraries, who in season and out of season is ready to give advice, encouragement and help, and all this is supplemented by the organization of Librarians and representatives of Boards into the O. L. A., and last but *not* least, when we consider the possibilities it has for awakening and keeping alive the interest of the people because of its closer contact—we have the Library Institute.

True, we might have all these in a limited way under the county system, but there would be lacking in great measure that sense of responsibility on the part of those then forming these organizations, at least under the present development.

*Getting results is the main thing!* What are the results we must attain? and how shall we go about getting them? Primarily, the three fundamental principles named are the main objects to be attained. Why not apply the simple rules of business to the solution of the second problem? Just as in Alaska natives set up totem poles and worship spirits, and as in the Philippines the nipa huts are tightly closed to keep out the night-flying demons, so many of our libraries seem to belong to a sort of shut-in society, devoted largely to a cult of fears of things that are not so. A mental attitude prevails that sterilizes initiative, and this inanition has deprived them of the vision to see and deal with the ghosts we have before alluded to. We listened with great pleasure and interest to the masterly exposition of what the library owes to the community, given us last evening in Miss Dunham's admirable address, and I hope she will pardon my reference, but one thing paramount which I desire to emphasize and which attracted me was her reference to the human factor involved in the work of library. Provide the incentive to know things by appealing to the great human heart throb. It is through this all-embracing factor that we must attain to the fundamental principles enunciated, and getting results will be an accomplished fact.

*Getting results is the main thing!* Before entering into extension on county lines, *let us make the fullest use of what we have.* The principle of efficiency is to-day recognized as all-important in business management and is no less applicable in library work. The Sales Manager of to-day occupies the same position with reference to his business as the Library does to its customers. It is the manufacturing department's work to produce the goods, and it is then the duty of the Sales Manager to dispose of them. It is not enough that he shall have them put up in packages of convenient size, nicely labelled and tastefully arranged upon the shelves, where his customers, such as will of their own volition come to see and admire, perhaps buy a little to satisfy a reasonable curiosity as to the character and quality of the goods. Conditions have changed and the spirit of competition so awakened that he must adapt himself to those conditions, must know human nature and be able to present reasons why the customer should patronize him. "He must be built with broad sympathies, genuine intelligence and a comprehensive understanding" of human nature, of what the human factor is as affecting his failure or success in his difficult task of meeting the sharp competition, satisfying his customer and getting the results which are expected of him. He should know how to advertise, and here again the human factor is involved. Good advertising brings results, and it is regarded as of so much value that experts are employed to do it by many business concerns. A

literary critic is quoted as saying that some of the best writing being done in America to-day is done in advertisements. Not long since I heard one of these experts say, "When we send out a story to the newspapers we keep in mind these three modest objects: First, to secure mention of a product; secondly, to work in the name of the company or trader; and thirdly to make use of the name of the place. We endeavour at all times to drive home these three words and give legitimate reasons for their use."

Mr. DeWeese, of the Natural Food Co., in speaking of the function of advertising in creating new wants and new desires, asserted that the porridge habit of the Scotch Presbyterians has been developed through the medium of advertising into a universal cereal habit, and it is true conditions have materially changed through this and the greater knowledge of those conditions due to the daily newspapers, the trolley car signs, even the ugly syndicate bulletin boards which deface so many places.

*Can the library to-day expect to get results any more than the business man without advertising? The books of the library are the product that must be moved from the shelves in order to secure results.* Those results have a money value to the man or woman who shares them. Because they are done up in nice attractive and artistic bindings does not appeal to the customer if he is not advised as to their value to him. If their place on the shelf is never vacant they have no recognized value, are not doing anything toward bettering the condition of those who paid for it—helping him to attain the gospel of self-help.

Make use of the ordinary methods of advertising as a test and see if it will not be as productive of results as with the porridge habit. Let us encourage the formation of Study Clubs, then advertise. make a business of it and advertise. Some may say: Is there not enough advertising in the book notices? That does not advertise the library. Keep the library before the people, and that is an all-important point. Co-operation with the schools, co-operation with the women's institutes, with the debating society, with every possible organization that will be a factor in keeping the library before the people.

A word or two more and I shall have done. It is in relation to the force and value which the Library Institutes may be in this work. *Let us try more to have the people understand what the institute is for,* that while it is for conference and help to those of us directly engaged in library work, *it is also for the purpose of having the whole people know what is being done. Their* business is concerned. Their investment is being talked about and ways and means discussed as to how better service may be rendered, how the "stock on hand" may be moved and new stock added to the best advantage and, by thus making the meeting of the Library Institute a feature wherever it is held, bring the library more prominently before the people. Believing that we have in the present arrangement for Institutes the best possible opportunity of making it of value to the libraries, I can see no good reason for grouping several together, thereby making such a meeting more of the nature of an Ontario Library Association meeting, thereby losing that individuality which the smaller body possesses and which should enable us to come in closer contact with the people, an opportunity to advertise if you please, and I am therefore not in favour of grouping Institutes for 1913 and 1914.

## CANADIAN FREE LIBRARY FOR THE BLIND

The Canadian Free Library for the Blind has removed from Markham to more central quarter on the corner of Medland and Annette Street in West Toronto. The old deficit has been wiped out, and at the beginning of 1912 the Treasurer, Mr. E. W. Hermon, showed a surplus on hand of $950. Having visited the New Library I can now, without hesitation, highly commend the work that the officers of this Institute are engaged in. It is worthy of support. Lack of space alone prevents extended notice. The members of the Executive, to whom this encouraging state of things is largely due, are the President, Mr. F. W. Johnston, the Secretary, Mr. S. C. Swift, and the Treasurer. Mrs. Robinson, the Librarian, is also intitled to credit.

## READING CAMP ASSOCIATION

The Camp Association has been actively engaged in prosecuting its good work during the past year. It having made an earnest effort to conform to the requirements of the Department, upon which payment of the Government grant depended, the Minister, upon the recommendation of the Inspector, also agreed to donate twelve boxes specially made and prepared for camp instructional purposes, each containing copies of graded readers, grammars, pencils, pens, ink, blackboards, etc., and twenty books of light literature for circulation among lumber and construction camps in Ontario only. These proved most acceptable and were gratefully acknowledged by Mr. Fitzpatrick, the Superintendent.

## COUNTY SYSTEM

I am under obligation to Dr. John Seath, Superintendent of Education, for an article supplied by the United States Bureau of Education, Washington, D.C., upon this important subject.

The following partial extracts are from a State paper, entitled:

### The County Library, a Clearing-House of Books

Every inhabitant of the United States, no matter how far from the centres of population, will have practically as good library facilities as are now enjoyed by the average city dweller, if the plans of the United States Commissioner of Education, Dr. P. P. Claxton, are carried out. As the rural population of the United States numbers about 55 per cent. of the total population, this may have the effect of doubling the effectiveness of libraries.

The basis of the new scheme of book distribution is the establishment of libraries supported, not by the state, city or town, as at present, but by the county, with a central clearing-house and branches at every post office, town hall, school, or other centre. Many sections of the country which at present have no libraries will be enabled to establish them. If a county has no community able to support a library unaided, the county-library plan will enable all the communities to club their resources by levying a county tax for library purposes.

The county-library plan is already in successful operation in Van Wert County, Ohio, where a main depository and fifteen branches are maintained at an expenditure of between $6,000 and $7,000 a year, this sum being raised by levying a half-mill county tax. The same appropriation covered the cost of placing 89 additional branch libraries in the public schools. Fourteen counties in Wisconsin enjoy similar facilities.

A number of Carnegie libraries are considering similar extension of their activities. Maryland has made provision for county libraries operated with State support.

The Brumback County Library (Van Wert Co., Ohio) is the central depository for the county's system of branch libraries and school libraries. Rural merchants and postmasters are generally selected to conduct the branch libraries. The books range from 100 to 150, but additional volumes are sent on request. Four times a year the branch librarian returns the books to the central depository, receiving at once another collection. Although these books are selected for the use of farming communities exclusively, there is not a single entry on practical agriculture; there is no call for this kind of reading.

A most valuable feature is the loan collections for use in schools. These will be sent to any teacher. Although this school-library department is only four years old, it has grown so rapidly that all but about 40 of the 125 country schools in Van Wert County make use of its facilities.

Usually as many books are taken as there are children in the room. These school sets are exchanged sometimes twice a month, but usually once a term.

Thus the whole world of books is brought to the very doorsteps of the remotest farmstead in its borders by a clearing-house system of libraries.

*Note.*—Mr. Denholme, of Blenheim Public Library, read an informing paper on this subject at the Chatham Institute. I regret that no copy of this was sent to me.—W. R. N.

## VIEWS AND OTHER ILLUSTRATIONS

**Of the various Libraries, "Free" and "Association," that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907, 1908, 1909, 1910 and 1911. Alphabetically arranged.**

| Name of Library | Free or Associat'n | Description | Year | Page |
|---|---|---|---|---|
| Brampton | Free | Exterior | 1907 | 323-5 |
| | | Basement Plan | | |
| | | Main Floor Plan | | |
| Brantford | Free | Exterior | 1906 | 248-50 |
| | | First Floor Plan | | |
| | | Basement Plan | | |
| Burlington | Associat'n | Basement Plan | 1907 | 313 |
| | | First Floor Plan | | |
| Brockville | Free | Exterior | 1906 | 253-5 |
| | | First Floor Plan | | |
| | | Basement Plan | | |
| Berlin | Free | Exterior | 1906 | 243-6 |
| | | First Floor Plan | | |
| | | Basement Plan | | |
| | | Second Floor Plan | | |
| Bracebridge | Free | Exterior | 1907 | 309 |
| | | Ground Plan | | |
| | | Basement Plan | | |
| Belleville | Free | Exterior | 1908 | 164-9 |
| | | Rotunda (interior) | | |
| | | Basement Plan | | |
| | | Ground Floor Plan | | |
| | | First Floor Plan | | |
| | | Attic | | |
| Chatham | Free | Exterior | 1906 | 257-8 |
| | | Ground Floor Plan | | |
| Collingwood | Free | Exterior | 1906 | 260-2 |
| | | Ground Floor Plan | | |
| | | Basement Plan | | |
| Cornwall | Free | Exterior | 1906 | 265 |
| Dundas | Associat'n | Exterior | 1910 | 495 |
| Elora | Free | Front Elevator | 1909 | 408 |
| | | Basement Plan | | 410 |
| | | Ground Floor Plan | | 409 |
| Fergus | Associat'n | Basement Plan | 1910 | 557 |
| | | Ground Floor Plan | | 557 |
| | | Exterior | | 543 |
| | | Front Elevation | | 543 |
| | Free | Exterior | 1911 | 481 |
| Fort Frances | Associat'n | Exterior | 1910 | 510 |
| Fort William | Free | Exterior | 1910 | 480 |
| Goderich | Free | Exterior | 1906 | 227-8 |
| | | Ground Floor Plan | | |
| Grafton | Associat'n | Exterior | 1911 | 508 |
| Galt | Free | Exterior | 1906 | 266-9 |
| | | Ground Floor Plan | | |
| | | Basement Plan | | |
| | | Second Floor Plan | | |
| Guelph | Free | Exterior | 1906 | 271-3 |
| | | Ground Floor Plan | | |
| | | First Floor Plan | | |
| Hamilton | Free | Exterior | 1906 | 275 |
| | Free | Exterior | 1911 | Front'spce |
| Harriston | Free | Front View | 1909 | 401 |
| Ingersoll | Free | Exterior | 1910 | 447 |
| | | Basement Plan | | 413 |
| | | First Floor Plan | | 412 |
| Lindsay | Free | Exterior | 1906 | 277-8 |
| | | Ground Floor Plan | | |

## VIEWS AND OTHER ILLUSTRATIONS

**Of the various Libraries, "Free" and "Association," that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907, 1908, 1909, 1910 and 1911. Alphabetically arranged—Continued**

| Name of Library | Free or Associat'n | Description | Year | Page |
|---|---|---|---|---|
| London | Free | Exterior | 1906 | 280-3 |
| | | Ground Floor Plan | | |
| | | Basement Plan | | |
| | | Second Floor Plan | | |
| | | Exterior | 1910 | 528 |
| Lucknow | Associat'n | Exterior | 1910 | 447 |
| Napanee | Associat'n | Exterior | 1908 | 171 |
| Newmarket | Free | Exterior | 1911 | 508 |
| Niagara | Associat'n | Corner of Reading Room | 1909 | 349 |
| | | (Biographical Sec.) | 1909 | |
| | | Interior View of Library | | 414 |
| Niagara Falls | Free | Exterior | 1910 | 502 |
| | Free | Interior | 1911 | 558 |
| North Bay | Free | Exterior | 1910 | 495 |
| Orangeville | Free | Basement Plan | 1907 | 315-7 |
| | | First Floor Plan | | |
| | | Main Floor Plan | | |
| Odessa | Associat'n | Front View, Exterior | 1909 | 385 |
| Oshawa | Free | Front View, Exterior | 1909 | 329 |
| Ottawa | Free | Exterior | 1906 | 286-7 |
| | | Reading Room | | 337 |
| | | Reference Room | | 335 |
| Ottawa | Free | Children's Room | 1909 | 332 |
| | | Reference Room | | 390 |
| | | Main Stairway | | 357 |
| | | New Stack Room | | 396 |
| | | Ground Floor Plan | | |
| Penetanguishene | Free | Exterior View | 1909 | 352 |
| Perth | Free | Exterior | 1907 | 319-22 |
| | | Basement Plan | | |
| | | Ground Floor Plan | | |
| | | First Floor Plan | | |
| Pet erborough | Free | Exterior | 1911 | 504 |
| | Free | Interior | 1911 | 534 |
| | Free | Interior | 1911 | 571 |
| Picton | Free | Ground Floor Plan | 1907 | 303-4 |
| | | Lower Floor Plan | | |
| Palmerston | Free | Exterior | 1907 | 329 |
| Paris | Free | Exterior | 1906 | 289-90 |
| | | First Floor Plan | | |
| Port Elgin | Associat'n | View of Library | 1909 | 378 |
| | | Basement Plan | | 424 |
| | | Main Floor Plan | | 423 |
| Ridgeway | Free | Exterior | 1910 | 502 |
| Sarnia | Free | Exterior | 1906 | 292-4 |
| | | First Floor Plan | | |
| | | Basement Plan | | |
| St. Catharines | Free | Exterior | 1906 | 230-2 |
| | | Main Floor Plan | | |
| | | Second Floor Plan | | |
| | | Basement Plan | | |
| St. Thomas | Free | Exterior | 1906 | 302-4 |
| | | Ground Floor Plan | | |
| | | Basement Plan | | |
| St. Mary's | Free | Exterior | 1906 | 299 300 |
| | | Basement Plan | | |
| | | First Floor Plan | | |
| Sault Ste. Marie | Associat'n | Exterior | 1910 | 480 |
| Streetsville | Free | Exterior | 1907 | 300-1 |
| | | Ground Floor Plan | | |

## VIEWS AND OTHER ILLUSTRATIONS

**Of the various Libraries, "Free" and "Association," that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907, 1908, 1909, 1910 and 1911. Alphabetically arranged—Continued**

| Name of Library | Free or Associat'n | Description | Year | Page |
|---|---|---|---|---|
| Stratford | Free | Exterior | 1906 | 307-9 |
| | | Ground Floor Plan. | | |
| | | Ground Floor Plan Scale | | |
| Smith's Falls | Free | Exterior | 1906 | 296-7 |
| | | First Floor Plan | | |
| Toronto | Free | Exterior, Front Elevation | 1906 | 234-8 |
| | | Exterior, East Elevation | | |
| | | Main Floor Plan | | |
| | | First Floor Plan | | |
| Toronto, Yorkville | | Exterior | 1906 | 239-41 |
| | | Ground Floor Plan | | |
| | | Basement Plan | | |
| Toronto | Free | Third Floor Plan | 1908 | |
| | | Reference Library | | |
| | | Exterior | 1910 | 446 |
| | | Reading Room | | 468 |
| Toronto, Yorkville | | Exterior | 1910 | 488 |
| Riverdale Branch | | Stack Room | 1910 | 468 |
| | | Exterior | | 488 |
| Queen and Lisgar do | | Exterior | 1910 | 488 |
| Western Branch | | Exterior | 1910 | 488 |
| Toronto — College St. Branch. | Free | Interior | 1911 | 481 |
| Toronto — Queen & Lisgar " | Free | Interior | 1911 | 476 |
| Toronto — Riverdale " | Free | Interior | 1911 | 520 |
| Toronto — Western " | Free | Interior | 1911 | 520 |
| Toronto — Yorkville " | Free | Interior | 1911 | 476 |
| Uxbridge | Free | Exterior | 1907 | 306 |
| Wallaceburg | Free | Exterior | 1907 | 326-8 |
| do | | Exterior | 1910 | 553 |
| Walkerville | | Interior | 1911 | 516 |
| Wardsville | Associat'n | Front View | 1909 | 368 |
| | | Ground Floor Plan | | 419 |
| Windsor | Free | Exterior | 1906 | 317-9 |
| | | Ground Floor Plan | | |
| | | First Floor Plan | | |
| Old Building | | Exterior | 1910 | 476 |
| New Building | | Exterior | 1910 | 476 |
| Waterloo | Free | Exterior | 1906 | 313-5 |
| | | First Floor Plan | | |
| | | Second Floor Plan | | |
| Woodstock | Free | Basement Plan | 1909 | 420 |
| | | Ground Floor Plan | | 421 |
| Niagara Historical Society | Museum | Exterior | 1907 | 277 |
| Travelling Library Cases | | | 1910 | 527 |
| " " Cases | | | 1911 | 527 |
| Group of Summer Library School Students, 1911 | | Normal School, Toronto | 1911 | 555 |

### Outside of Ontario

| | | | | |
|---|---|---|---|---|
| Regina, Saskatchewan | | Reference Room | | 510 |
| | | Exterior | 1910 | 510 |
| Regina | | General Reading Room | 1911 | 578 |
| Winnipeg, Manitoba | | Exterior | 1910 | 553 |
| Westmount, Montreal, Quebec | | Exterior | 1911 | 571 |

## ONTARIO LIBRARY ASSOCIATION

The O. L. A. is continuing its active and most admirable work, under the secretaryship of Dr. Hardy. The Easter meeting, 1912, led all previous ones in point of attendance, quality of programme, and the presence of prominent men and women directly and indirectly interested in library progress.

"The 'Proceedings of the Ontario Library Association, twelfth annual meeting, at the Public Library, Toronto, April 8-9, 1912,' form stimulating reading. Ontario is going ahead rapidly in the matter of Library development, thanks largely to the co-operation of the Department of Education and the activity of Mr. Walter R. Nursey, the Inspector of Public Libraries. The papers printed in this volume are: 'Presidential Address,' by Mr. Burpee; 'Report on the Ontario Library Summer School, 1911,' by Miss Dunham; 'Classification of some recent Books,' by Miss Poole; 'Classification of Public Documents, Pamphlets, and Miscellaneous Matter,' by Miss O'Meara; 'Fines and Charges for Overdue, Damaged and Lost Books,' by Miss Reid; 'Subject Headings for Card Catalogues,' by Miss Young; 'Expansion of Dewey Decimal System for Canada,' by Miss Barnstead; 'Our Library Situation,' by Mr. Nursey; 'The Library Militant,' by Miss L. E. Stearns; 'The Romance of early Canadian History,' by Dr. Sulte; 'The Training and Status of the Librarian,' by Mr. Carson; 'Library Extension,' by Miss Stearns; and 'The Method by which a Public Librarian Hears of Books and Orders Books,' by Mr. Locke."—*Library World*, London, Eng.

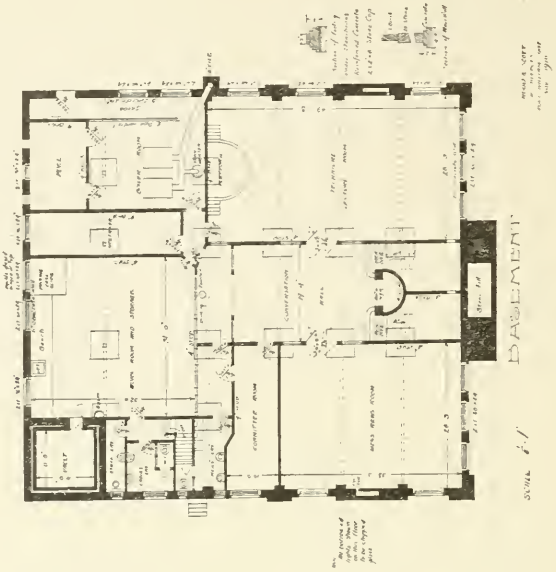
## HISTORICAL, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

**The following Historical, Literary and Scientific Institutions, etc., duly reported according to the requirements of the Act, and received the undermentioned grants during the fiscal year ended October 31st, 1912.**

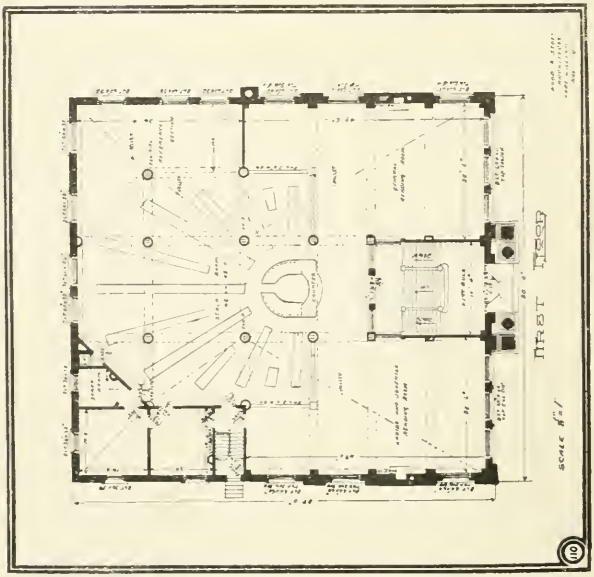
| Name of Institution | Grant. Paid |
|---|---|
| | $ c. |
| Brant Historical Society | 100 00 |
| Club Litteraire Canadien Francais, Ottawa | 100 00 |
| Elgin Historical and Scientific Association | 100 00 |
| Essex Historical Society | 100 00 |
| Huron Institute | 100 00 |
| Lennox and Addington Historical Society | 100 00 |
| Lundy's Lane Historical Society | 200 00 |
| London and Middlesex Historical Society | 100 00 |
| Niagara Historical Society | 200 00 |
| Ontario Historical Society | 800 00 |
| Simcoe County Pioneer and Historical Society | 100 00 |
| Wentworth Historical Society | 100 00 |
| Women's Canadian Historical Society of Ottawa | 200 00 |
| Women's Canadian Historical Society of Toronto | 100 00 |
| Women's Wentworth Historical Society | 300 00 |
| Hamilton Scientific Association | 400 00 |
| Canadian Institute | 1,500 00 |
| L'Institut Canadien Francais d'Ottawa | 200 00 |
| Ottawa Field Naturalists' Club | 200 00 |
| Royal Astronomical Society, Toronto | 600 00 |
| Society of Chemical Industry | 200 00 |
| Ontario Library Association | 400 00 |
| Reading Camp Association | 700 00 |
| Canadian Free Library for the Blind | 500 00 |
| St. Patrick's Literary Association of Ottawa | 200 00 |
| Thunder Bay Historical Society, Fort William | 100 00 |

The Wellington Field Naturalists' Club did not report.

The St. Patrick's Literary Association of Ottawa having re-organized and re-established with bright prospects received its grant.

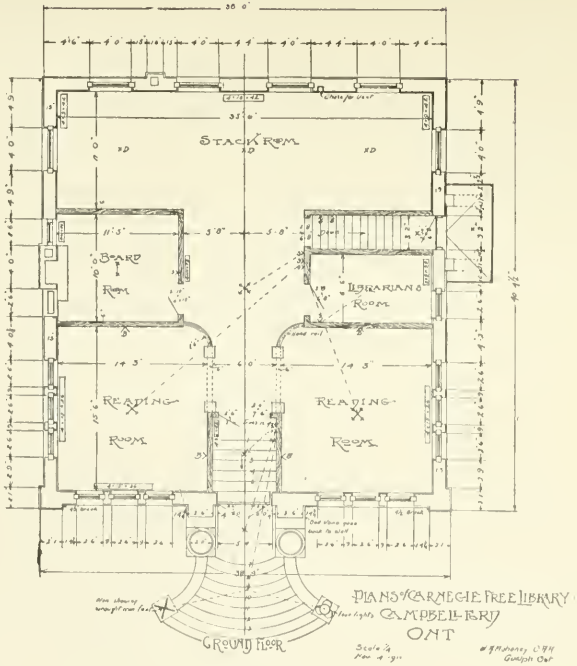



Basement Plan

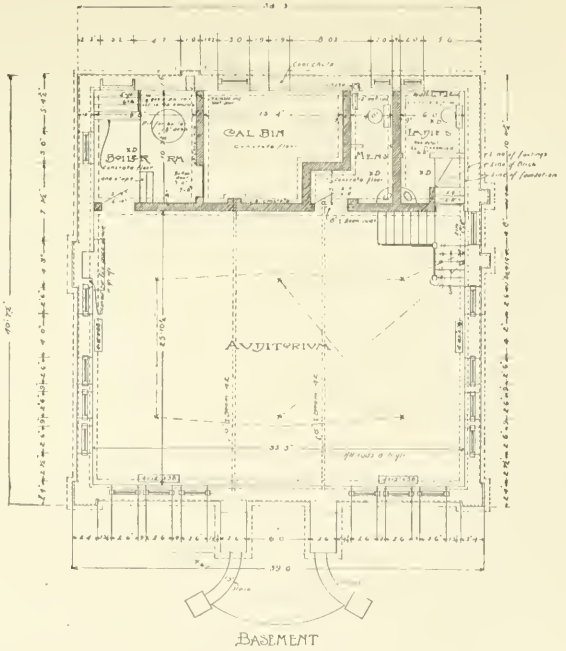



First Floor Plan

**Port William Public Library**

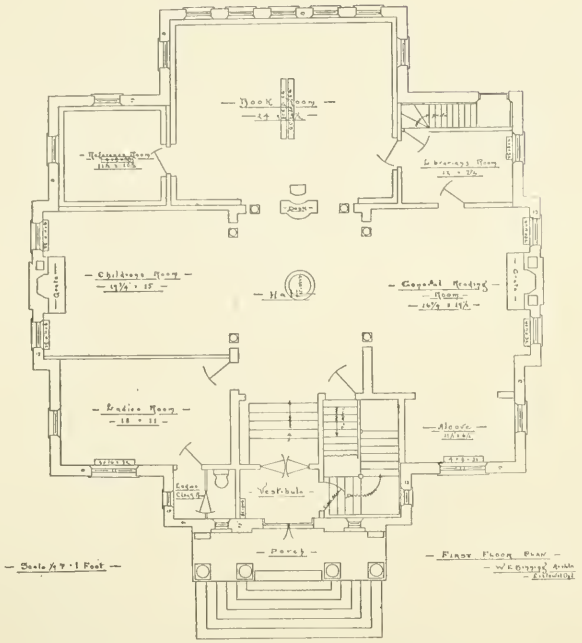



Ground Floor Plan

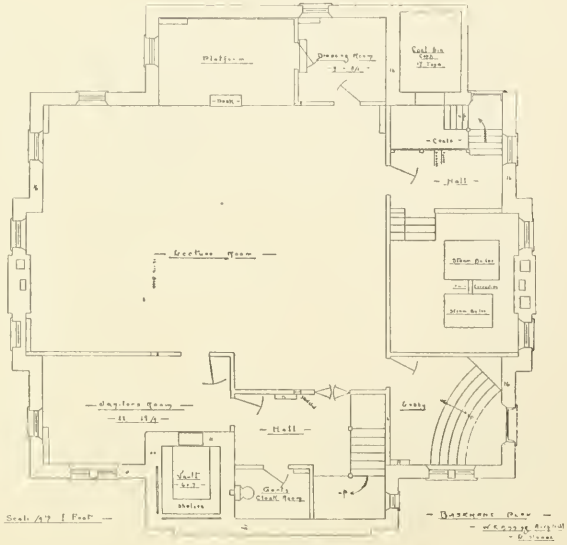



Basement Plan

**Campbellford Public Library**

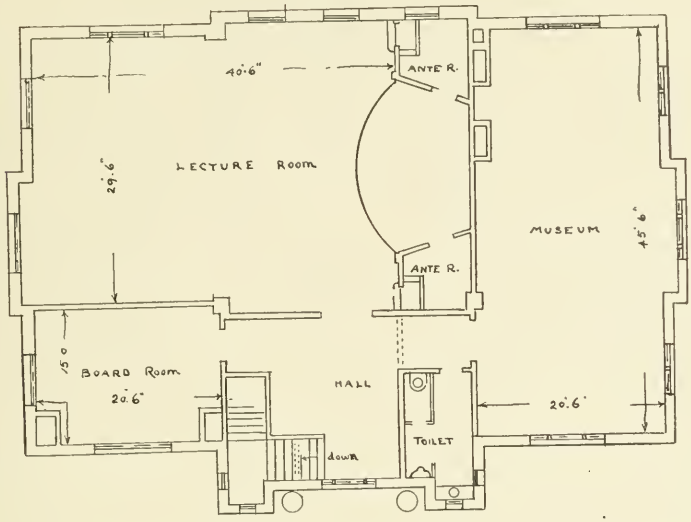



First Floor Plan

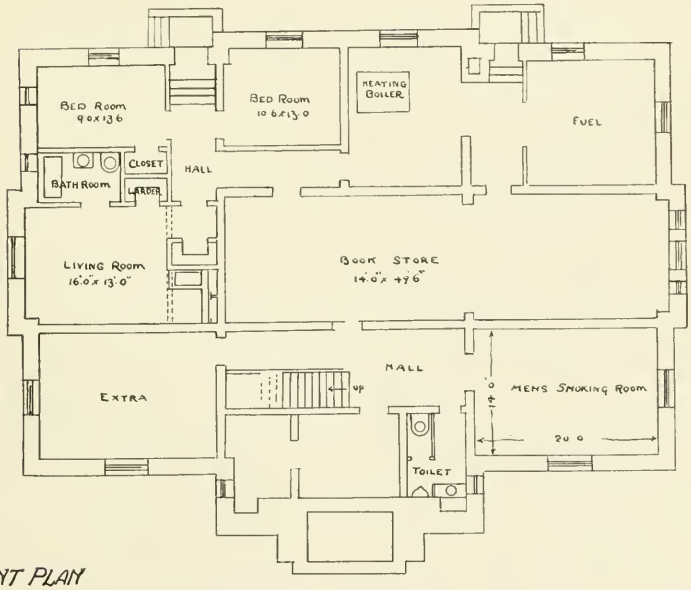



Basement Plan

**Hanover Public Library**

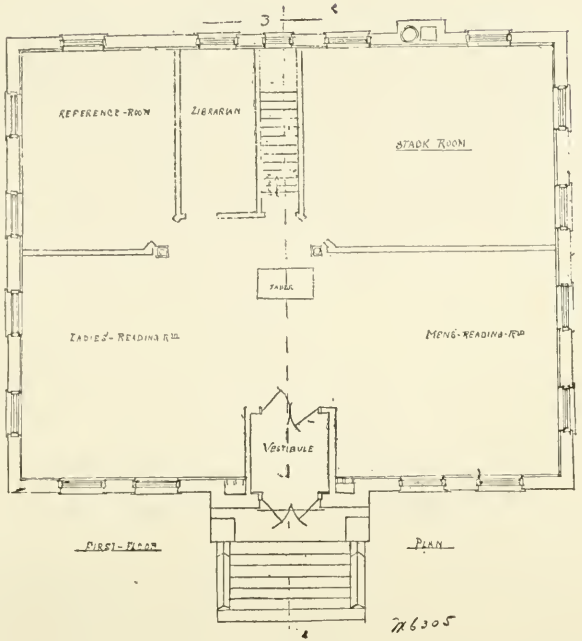



SECOND FLOOR PLAN

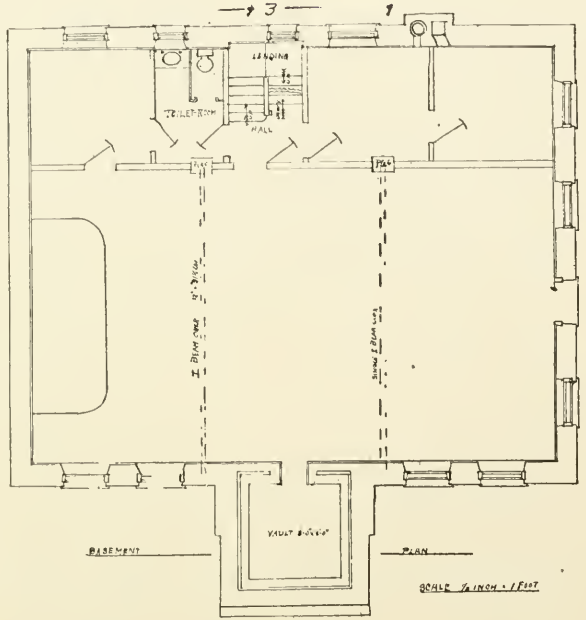



BASEMENT PLAN

**Owen Sound Public Library**

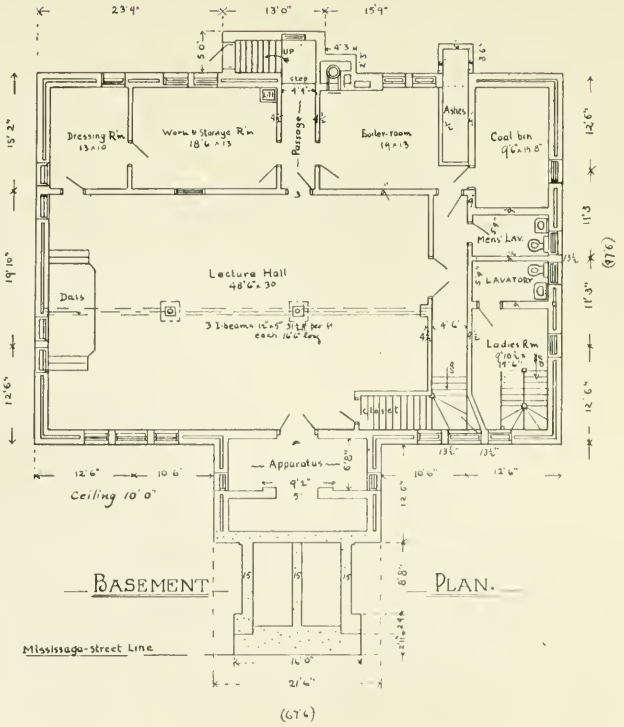



First Floor Plan

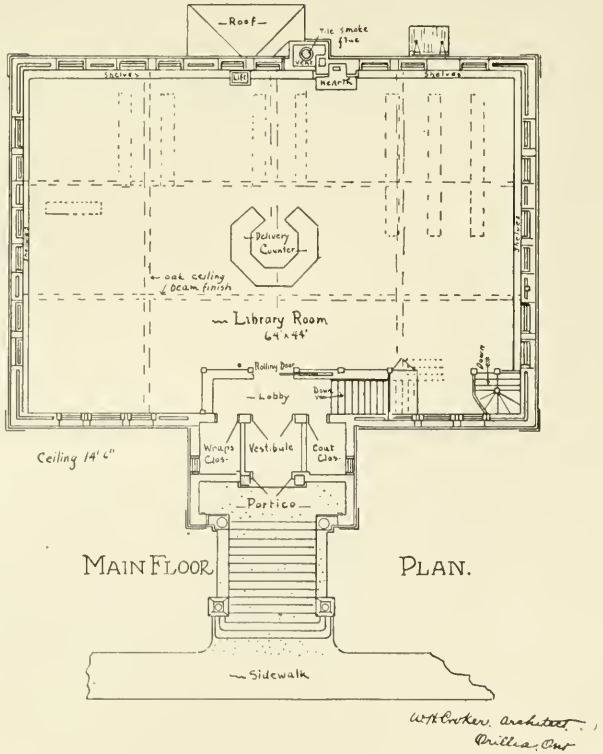



Basement Plan

**Grand Valley Public Library**

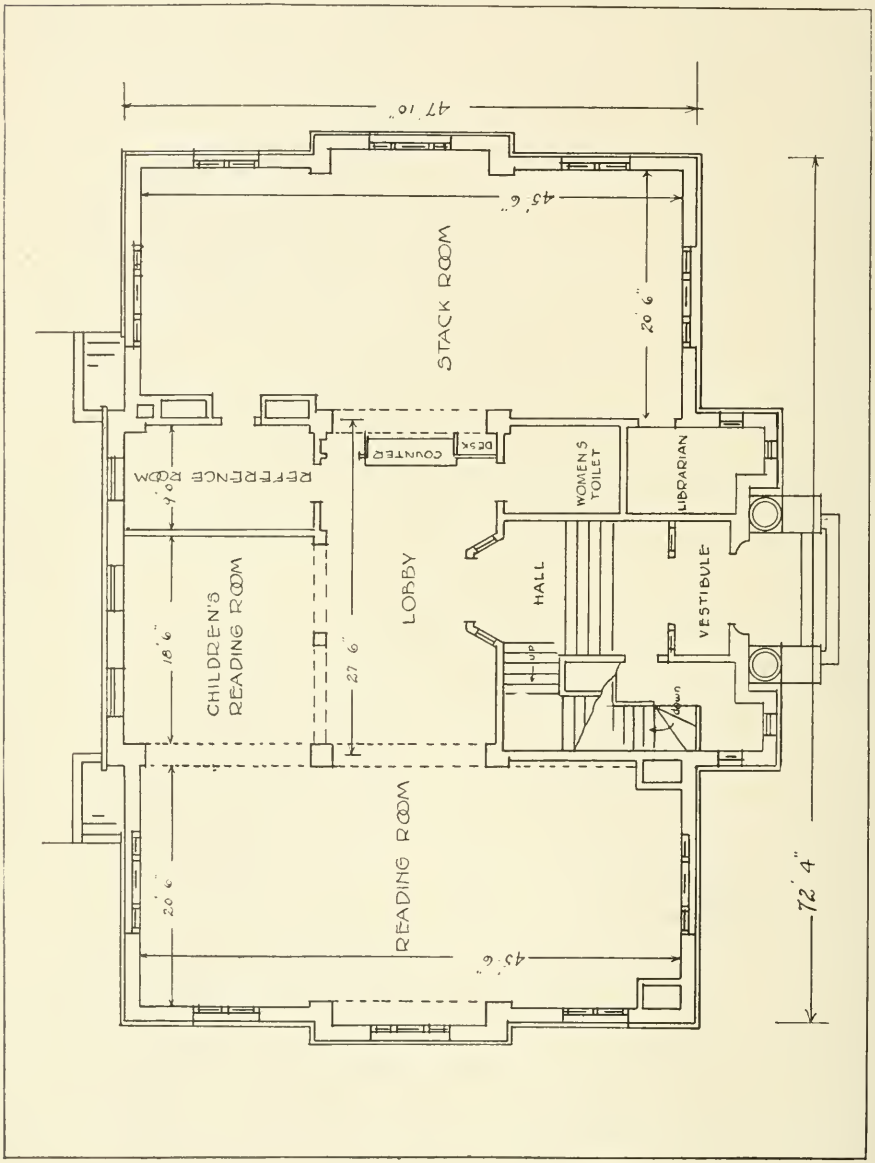



BASEMENT PLAN.




MAIN FLOOR PLAN.

W. R. Cooke, Architect,
Orillia, Ont.




**Owen Sound Public Library**
First Floor Plan

# APPENDIX W

## REPORT ON AGRICULTURE IN THE SCHOOLS

*To the* Hon. R. A. Pyne, M.D., LL.D.,
*Minister of Education for Ontario.*

Sir,—The work of promoting the teaching of Agriculture in the schools goes forward with encouraging signs of ultimate success. The teacher-training, which lies at the foundation of the work, has been continued at the Ontario Agricultural College in special spring and summer classes. Forty-nine teachers entered in the spring class and one hundred and nine received instruction in July. The attendance of increasing numbers of some of the most progressive teachers in the Province at the Summer School shows that teachers are coming forward to equip themselves for leadership in this new mission of the country schools. It is largely through their good work in their own schools that other teachers and other communities all over the Province will be induced to go forward. Up to the end of 1911 two hundred and thirty-five certificates in Elementary Agriculture and Horticulture were issued. In 1912 seventy-seven more certificates were granted to teachers.

The extension work carried out since 1909 has been continued, too, with an increased number of schools. In all over 250 schools received supplies of planting material for demonstration or experimental work in school gardening. From many of these come reports that the work undertaken has proven very acceptable to everybody concerned. To every school in the Province charts containing lessons in agriculture and circulars showing how to carry on the work have been distributed, so that wherever the people desire the work to be done, the teachers have the means of making a commencement.

Everywhere throughout the Province, at conventions of farmers' organizations, Women's Institutes, school trustees, and teachers, leaders are to be found encouraging the teaching of agriculture. The School Inspectors also are giving the matter their heartiest support, and in several counties the District Agricultural Representatives are carrying out practical schemes with the pupils in the schools. When the public at large become conscious of the desirability of the subject as an important factor in the education of children and understand, too, the feasibility of the plans proposed, hundreds of our schools may be expected to commence the work every year. The most difficult part of the problem is to get the people to want what they should want. To bring this about is more difficult than to get the schools to do the work. In order to inform the public concerning what is going on in our midst, and to point out proper plans of procedure, the publication of an *Agricultural Education Bulletin* has been commenced.

The advancement being made may be measured in part by the increase in the number of schools that through systematic instruction in agriculture in school, accompanied by gardening schemes, qualify for special grants. In 1910, 17 schools qualified and received $750; in 1911, 33 schools qualified and received $2,340; up to February 1st, 1913, 99 schools have qualified for work done in 1912, and will receive grants amounting to $4,370.23. At this date, there are still a few schools to complete returns before grants are allowed. If this rate of increase could be maintained it would not take many years to have all our rural schools engaged in the work.

Respectfully submitted.

S. B. McCready,
*Director, Elementary Agricultural Education.*

February 1st, 1913.

THE HONOURABLE ROBERT ALLEN PYNE, M.D., LL.D., M.P.P.
Minister of Education for the Province of Ontario.

# ANNUAL

# Archæological Report

## 1912

BEING PART OF

## Appendix to the Report of the Minister of Education, Ontario.

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO.

TORONTO:
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1912.

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WILLIAM BRIGGS
29-37 Richmond Street West
TORONTO

# PRESENTATION

*To the Honourable* R. A. Pyne, M.D., LL.D., M.P.P., *Minister of Education.*

Sir,—I have the honour to herewith submit the Annual Archæological Report of the Provincial Museum for the year 1912.

The number of specimens added during the year is 732, and this number should be greatly increased during the next year through more field work, and attention to many collections throughout the Province.

Some photo-engravures have been made, illustrating the addition to the biological and osteological departments of the Museum.

I have the honour to be,

Your obedient servant,

Rowland B. Orr.

December 31st, 1912.

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The romance and weird fascination which belongs to immense solitudes and untenanted wilds are fading away and, in a few years, will be as if they were not. The intangible and the immaterial leave no memories after them.

"The march of civilization is a benediction for the future, but it is also a devastation before which savage nature and savage man must go down. Unable or unwilling to adapt himself to new conditions and to the demands of a life foreign to his nature and his experience original man of North America is doomed, like the wild beast he hunted, to extinction.

"For centuries he stubbornly contested the white man's right to invade and seize upon his hunting grounds: he was no coward, and when compelled, at last, to strike a truce with his enemy, he felt that Fate was against him, yielded to the inevitable and—all was over. In the Bacatete mountains, amid the terrifying solitudes of the Sierras of Northern Mexico, the Yaquis—last of the fighting tribes—is disappearing in a lake of blood, and when he is submerged the last dread war-whoop will shriek his requiem. It will never again be heard upon the earth.

"The lonely regions of our great continent, over which there brooded for unnumbered ages the silence which was before creation, are disappearing with the vanishing Indian; a new vegetable and a new animal life are supplanting the old now on the road to obliteration. The ruin is pathetic, but inevitable.

"Dean Harris, 'By Path and Trail.'"

DRESS OF AN ALGONQUIN WOMAN
James Bay, New Ontario

# NEW ONTARIO

## THE ALGONQUINS

The name Algonquin is said to mean "the place where they spear fish," *i.e.*, the front of the canoe. Other philologists insist that the proper interpretation of the word is "the man on the other side of the river," namely, the St. Lawrence.

Of the region they inhabited in this Province, the opinions of the far-seeing Schoolcraft as expressed in his great work published about three-quarters of a century ago, can now be fully appreciated by every citizen of this great Dominion.

He said, "If ever there was a country on the face of the earth, which, by a figurative use of language, deserves to be called a land flowing with milk and honey, it is the sixfold basin of the great American lakes, extending from the foot of Lake Ontario to the head of Lake Superior, together with a region draining much of the highlands separating them from the water of Hudson's Bay."

Who anticipated that in so short a space of time so much could be accomplished in this great north land of New Ontario? Commercial roads of steel now traverse her rocky coastlines and penetrate the vast areas of agricultural lands comprised within her borders, the development of which, though but in its infancy, is going ahead at a pace that is unprecedented. "The Soo," the parting place in ancient days of many Indian tribes, is now a hive of industry; and ere another half-century has passed over her historical career, Sault Ste. Marie will be as great an iron city as Pittsburg.

The first contact of white men with these vast forests and waterways of New Ontario occurred in 1615. We find Samuel de Champlain on July 9th of that year turning his course westward on the St. Lawrence river with two whites, ten Indians, and sufficient provisions—or, rather, as much as could be packed in two canoes. During the trip up the Ottawa they met many Algonquins, and at this time precautions were being taken to prevent attacks by the irrepressible Iroquois. He followed the Ottawa river to the junction of the Mattewan; thence he proceeded through Talon, Turtle, and Trout Lakes to a place a few miles south-east of North Bay. Here they were entertained by the Indians, and on the shores of Trout Lake are still to be found kitchen middens and the burial places of the Algonquin tribes occupying the territory at that time. While making his arrangements with the Algonquin tribes to assist him in his promised attack upon the Iroquois confederacy, his ultimate goal was the Hurons, from whom he was looking not only for great assistance in his attack upon the southern Indians, but also for the securing of considerable prey and profit to the merchants of New France. Previously to Champlain, Father Le Caron, a Recollet priest, with some ten Frenchmen had made their way through the same waterways as Champlain. Thus on the hills and plains of New Ontario the flag of European civilization had been planted long before Old Ontario was known. The reception given to Champlain and Father Le Caron by the various tribes on the road to Lake Nipissing was most cordial.

The Algonquin family, who then, as now, occupied that portion of this province known as New Ontario formerly covered a more extended area than any other group of Indians in North America. Their territory reached from the eastern shore of Newfoundland to the Rocky Mountains, and from Churchill River to

Pamlico Sound, in N. Carolina. On the east, Algonquin tribes skirted the Atlantic coast from Newfoundland to Neuse River; on the south, they touched on the territories of the Siouan, Iroquois and Muskhogean families. Although there is a general agreement as to the peoples which should be included in this family, information in regard to the numerous dialects is too limited to justify an attempt to give a strict linguistic classification The data are, in fact, so meagre in many instances as to leave it doubtful as to whether certain bodies were confederacies, tribes, bands or clans, especially bodies which have become extinct or cannot be identified, since early writers have frequently designated settlements or bands of the same tribe as distinct tribes.

In New Ontario we find from the earliest reports of those that visited the locality that it was settled principally by the following tribes: Ottawas, Mississaugas, Ojibways, Temiskamings, and Abittibis. Of all these tribes there are only about 95,000 left at the present day, 4,700 of whom occupy the district of New Ontario. Between Cartier's time and that of Champlain changes occurred which contributed greatly to the decline of Algonquin ascendancy. The power of the Iroquois confederacy had developed so marvellously as to become a scourge to the other Indian nations: and when they turned their power against the Algonquin tribes, after subduing the Hurons and Attawandarins, they drove them into the fastnesses of the North. And now we find that nearly all of the Indians on the reserves in New Ontario are of Algonquin stock and are but remnants of the once powerful confederacy of which they are descendants.

They were a fine race of men, tall in person, averaging in weight about 173 cm.: nose heavy and prominent, somewhat hooked in men, flatter in women. They were active hunters, brave and expert warriors, good orators, and shrewd counsellors, and spoke a language at once soft and sonorous.

The Algonquin tribes probably equalled the Iroquois in bravery, intelligence, and physical powers, but lacked their constancy, solidity of character, and capability of organization. In fact they did not appear from the early records to have had any strong or lasting bond of unity amongst them. Their political organization was very loose. They had a general council with vague and limited powers. In this council, which was controlled by social custom, was vested the government, such as it was. Some of their chiefs were able men politically and had been successful leaders of war parties. The question of justice was bound up with social custom, which regulated the clan. Their property rights were vaguely defined. There were some things which came under personal possession, such as wearing apparel, badges of decoration, weapons and various contrivances used in cooking, and snow-shoes and dogs, which were both the means of travelling and obtaining food. The cooking of food and the preparing of game killed by the hunter was done by the women. In the highest latitudes occupied by the Algonquins, on and north of the Lake Superior basin, we search in vain for any striking objects of antiquity.

As he yet lingers on his once sacred hunting grounds in this great province, and gazes on the growing creation of a modern civilization, to-day's representative of the Algonquins may well query whether in all this display of rapid prosperity there is any hope of permanency for his race, or will it in time become merged into the other races which occupy this country?

History is clear as to the unity of origin of the Ojibways and Ottawas, and other allied tribes, while it fails to inform us why "Chippawa" was frequently used instead of "Ojibway." The Nipissingo, also written Nipissiriniens, were supposed to be the basis of all these tribes. This was a term applied to the people

who lived on the banks of Lake Nipissing, at the source of French River, on the north shores of Lake Huron. This lake, lying on summit-lands, occupies the line of the portage between Lake Huron and the great "Outawas" river, and was the route of communication, and for the transportation of merchandise, from Hochelaga to the great upper lake basins, and to the uttermost regions of the West. This route avoided altogether the hostile Iroquois country, by way of Niagara; and was, at the same time, by far the nearest. It may well be noted here that at the present time every effort is being made to revive this waterway by building a succession of canals connecting Montreal via the Ottawa River with North Bay and the cities and towns of the Upper Lakes.

The Algonquin tribes were mainly sedentary and agricultural, perhaps the exception being those of the cold regions of New Ontario, where they made extensive use of the wild rice which grows in the shallows of many of their lakes. They were also extensive hunters of fish and game. Their fish were taken with hooks, spears, and nets; in canoes and along the shore; on the lakes, ponds and rivers. They captured without much trouble all the smaller kind of fish and, in canoes, often dragged sturgeon with nets. Canoes used for fishing were of two kinds—one of birch bark, very light, but liable to upset; the other made from the trunk of a large tree. They fished extensively in the winter time with nets, their methods being very much the same as the present time. With great blows of an axe, generally made from an elk's horn, they made a tolerably large hole in the ice of the pond; then at intervals they made other smaller ones and by the use of poles they passed a cord from hole to hole under the ice. This cord, which was as long as the nets they wish to stretch, stopped at the last hole, through which it was drawn and they spread out in the water the whole net which was attached to it. That is the way they spread the nets the first time. When they wished to examine them it was very easily done, for they drew them out through the largest opening to collect the fish from them, then it was only necessary to draw back the cord, re-spread the nets, the poles serving merely to put the cord through the first time.

Eels were extensively used for food—the women preparing and drying them. In preparing they opened the eel up the back and washed very carefully; they then suspended them on poles outside their huts to drain, and gashed them in a number of places in order that the smoke might dry them more easily.

The Indians were very fond of Sagamite. The word "Sagamiteon" in the Algonquin language means water or warm gruel. It afterwards was extended in its meaning to signify all sorts of soups, broths, and similar foods. The corn was pounded in their mortars into meal, then was boiled in water with the addition of meat, fish, or oil, when they had such, to enrich and flavour it. Various kinds of vegetables in their season, rice, beans, peas, pumpkins, were boiled with the corn.

In their social life, it is true, they were very patient; but order is maintained in their occupations, and peace preserved in their households by not merely the women knowing what to do, but the men also; and one never interferes with the work of the other. The men made the frames of their canoes, and the women sewed the bark with willow withes or similar small wood. Men went hunting and killed the animals, the women following skinned them and cleaned the hides; and they also gathered the wood that was burned. In fact, they would make fun of a man who, except in great necessity, would do anything that should be done by a woman.

Their clothing was composed chiefly of the skins of animals, tanned until soft and pliable, and was sometimes ornamented with paint and beads made of shells,

Occasionally they decked themselves with mantles made of feathers overlapping each other as on the back of a fowl. The dress of the women consisted usually of two articles, a leather shirt or undergarment, ornamented with fringe, and a skirt of the same material, fastened round the waist with a belt and reaching nearly to the feet. The legs were protected, especially in the winter, with leggings, and the feet with mocassins of soft dressed leather, often embroidered with wampum.

There is little in the conditions of the hunter state of man that can be dignified with the name of monument. Tribes, who rely on the bow and arrow for their means of subsistence; who cultivate the earth by loosening the soil with the scapula of a stag or a flint spade: who are completely erratic in their habits and customs; and who put up, as a shelter from the elements, buildings of the slightest and most perishable materials, cannot be expected to have left very extensive or striking monumental traces of their past history. This will be found to be the case, in a peculiar manner, it is apprehended, with the antiquarian remains of the branch of the human race who formerly inhabited the area of New Ontario. The most antique things in it appear to be the people themselves. They are the greatest wonder that New Ontario has produced, except her silver mines.

These tribes roved through vast forests, of which they can hardly be said to have had a fixed occupancy. They were cut up into many petty independencies, perpetually quarrelling with each other, which did not remain stationary long enough to organize governments capable of commanding labour on public works. To waylay an enemy, to shake his scalp in the air, to follow the tracks of a deer or a bear, to brandish the war-club in the dance—these were esteemed greater achievements among them, than to erect a column or inscribe a shaft. We are only surprised that they should have left anything, in the line of antiquities, but the small and naked fields which they tilled.

The antiquity of the Algonquin race is wrapped, more or less, in the mystery which shrouds the origin of all other great tribal organizations in this country. In the course of centuries they must have revolved curiously, making almost the entire circuit of the continent north of Mexico and east of the Rockies. Nor can we conceive that, in so long an epoch as they have taken to occupy so much territory, fewer discrepancies and changes of language should have occurred. There is no reason whatever to believe that the Algonquin group of tribes, as assimilated by language, came from more northerly points to the Nipissing summit. The parent language, varying as it progressed, appears to have been propagated from the south and south-west to the Virginia, the Chesapeake, and the Pennsylvania coast; and it was thence deflected off, multiplying in dialects exceedingly, towards the east and *north-east*, along the north Atlantic, and finally it extended north-west up the St. Lawrence valley into the region of New Ontario.

The French, in 1608, found a people speaking the same generic language on the north banks of the St. Lawrence, between Three Rivers and the site of Quebec. They found the same race, at quickly successive periods, at Lake Nipissing, at the head of the Ottawa River, and dwelling around the basins of Lake Superior, Huron, Michigan, and a part of Erie. The French missionaries called them "Algonkins" and the term came into popular use.

As the science of man becomes broader and deeper more attention is being paid to the antiquity of the primitive races upon this continent. "At what epoch came he here?" "Was he born of the soil?"—are questions which may well attract the attention of students of archæology. At one time they were regarded as rude savages, untutored and uncivilized, but to-day we find amongst the ruins of

their ancient palaces, temples and mounds, evidences of a fine order of civilization; also of a high art comparable, and in many cases identical, with that of the ancient nations of the Old World. The hieroglyphics upon their palaces and temples are being deciphered, and as time goes on we may yet know more of them than we do at present.

The Palæontological evidences bearing on the problem of the origin of the American Aborigines are numerous. That there was a land connection between the Old World and North America at the beginning of the Pleistocene, there can be no doubt, and that it existed as late as the close of the last glacial and probably well into the post-glacial epoch is also reasonably certain.

Mr. Austin H. Clark, in "The American Anthropologist," states: "That according to the evidence of biological paleography man probably reached America over the broad land that formerly existed across Behring Sea, and when he reached America this land connection became disrupted and the whole region acquired an Arctic climate. A few accidental visitors may have wandered across the Pacific from the South Sea Islands, but this could only have been after the perfection of the art of navigation by these people, and America was probably settled long before navigation or boat building had reached any advanced stage."

Homes, in speaking of their Eastern origin, says: "Even more remarkable and diversified are the correspondences between the architectural remains of Yucatan and those of Cambodia and Java in the Far East. In both regions the chief structures of the cities are pyramids ascended by four steep stairways of stone bordered by serpent balustrades and surmounted by temples which employ the offset arch and have sanctuaries, altars, tablets and glyphic inscriptions. The walls are embellished with a profusion of carved and modelled ornaments and surmounted by roof crests of elaborate design. There are present also as supports for the great stone tables and the lintels of the doorways dwarfed Atlantean figures duplicating those of the antipodal cities—some of the figures representing whiskered men." The significance of all this has been sought again and again without any satisfactory result.

From the Anglo-Israel theories of some modern writers to the Platonic theories of the Atlantean civilization there is a very wide difference; but, if we wish to trace the origin of man on this continent, we must go back far into the misty ages of the past. A hundred thousand years must have elapsed since aboriginal man first made his appearance in this part of the world. Where he came from in those past ages can only be surmised. That his place of origin was from some individual source is absurd. Europe, Asia, and Africa, with the submerged continents in both the Atlantic and Pacific Ocean all supplied their quota of material to make up the great Indian races on this continent. The diversity of languages, their great difference in general appearance, all point to a diversity of origin. From the Mongolian Inca to the tall straight athletic Algonquin, there is as much difference as between the Lascar of Madras and the Shiek of North-Western India. The evidence of negro intermixture is well illustrated by the masks found in Central America, showing that history had carried down to them accounts of the black-faced race who had once been engrafted amongst them.

Of the many tribes who occupied places in New Ontario perhaps the Ojibways and Ottawas were the most prominent, and of the descendants of the ancient Algonquin race in this territory they are to-day the principal representatives of the Ancient Aborigines.

### The Ojibway.

Ojibway (meaning, "to roast till puckered up," referring to the puckered seam on their mocassins; from ojib "to pucker up," up-way "to roast"). This was one of the largest tribes north of Mexico, whose range was formerly along both shores of Lake Huron and Lake Superior, extending across Minnesota to Turtle Mountains, North Dakota. Although strong in numbers and occupying an extensive territory, the Ojibways were never prominent in history, owing to their remoteness from the frontier during the period of the colonial wars. Tradition asserts that about the time of the discovery of America a large section of that portion of the Algonquin nation in the west separated into several tribes, viz., the Ojibway, Ottawa, and Pottawattomie, and occupied various territories both north and south of Lake Superior; and that about 1612 they suddenly abandoned this western locality, many of them going back to the Sault, while others settled at the west end of Lake Superior, where Father Allouez found them between 1665 and 1667. There is nothing found to sustain the statement of Warren in regard to the early residence of the tribe at La Pointe. They were first noticed in the Jesuit Relation of 1640 under the name Baouichtigouin (probably Bawa'tigowininiwug, "people of the Sault"), as residing at the Sault, and it is possible that Nicollet met them in 1634 or 1639. In 1642 they were visited by Raymbaut and Jogues, who found them at the Sault and at war with a people to the west, doubtless the Sioux. A remnant or offshoot of the tribe resided north of Lake Superior after the main body moved south to Sault Ste. Marie, or when it had reached the vicinity of the Sault. The Marameg, a tribe closely related to, if not an actual division of the Ojibway, who dwelt along the north shore of the lake, were apparently incorporated with the latter while they were at the Sault, or at any rate prior to 1670 (Jesuit Rel. 1670). On the north the Ojibway were so closely connected with the Cree and Maskegon that the three could be distinguished only by those intimately acquainted with their dialects and customs, while on the south the Ojibway, Ottawa, and Pottawattomie always formed a sort of loose confederacy, frequently designated in the last century the Three Fires. It seems to be well established that some of the Ojibway have resided north of Lake Superior from time long antedating the Mound Builders.

Schoolcraft, who was personally acquainted with the Ojibways and married a woman of the tribe, describes them as warriors equalling in physical appearance the best-formed of the north-west Indians, with the possible exception of the Foxes. Their long and successful contests with the Sioux and Foxes exhibited their bravery and determination, yet they were uniformly friendly in their relations with the French. The Ojibway were a timber people. Although they had long been in friendly relations with the whites, Christianity in the early days had but little effect on them, owing to the conservatism of the native medicine-men. It is affirmed by Warren, who is not disposed to accept any statement that tends to disparage the character of his people, that, according to tradition, the division of the tribe residing at La Pointe practised cannibalism; while Father Belcourt affirms that, although the Ojibway of Canada treated the vanquished with most horrible barbarity and at these times ate human flesh, they look upon cannibalism, except under such conditions, with horror.

Their wigwams were made of birch bark or of grass mats; poles were first planted in the ground in a circle, the tops bent together and tied, and the bark or mats thrown over them, leaving a smoke hole at the top. They imagined that the shade, after the death of the body, followed a wide beaten path, leading toward

the west, finally arriving in a country abounding in everything the Indian desires. It is a general belief among the northern Ojibway that the spirit often returns to visit the grave, so long as the body is not reduced to dust. Their creation myth is that common among the northern Algonquins. Like most other tribes they believe that a mysterious power dwells in all objects, animate and inanimate. Such objects are *manitus,* which are ever wakeful and quick to hear everything in the summer, but in winter, after snow falls, are in a torpid state. The Ojibway regarded dreams as revelations, and some object which appears therein was often chosen as a tutelary deity. The Medewiwin, or grand medicine society, was a powerful organization of the Ojibway, which controlled the movements of the tribe and was a formidable obstacle to the introduction of Christianity. When an Ojibway died it was customary to place the body in a grave facing west, often in a sitting posture; or to scoop a shallow cavity in the earth so as to form a small mound, over which boards, poles, or birch bark were placed. According to McKenney, Ojibway of Fond du Lac, Wisconsin, practised scaffold burial, the corpse being inclosed in a box. Mourning for a lost relative continued for a year, unless shortened by the *meda* or by certain exploits in war.

As the Ojibway were scattered over a region extending 1,000 miles from east to west, they had a large number of villages, bands, and local divisions. Some of the bands bore the name of the village, lake, or river near which they resided, but these were grouped under larger divisions or subtribes which occupied certain fixed limits and were distinguished by marked differences.

### The Ottawas.

Ottawa (from adawe, "to trade," "to buy and sell,") a term common to the Cree and Ojibway, and applied to the Ottawa because in early traditional times, and also during the historic period, they were noted among their neighbours as intertribal traders and barterers, dealing chiefly in corn-meal, sunflower oil, furs and skins, rugs or mats, tobacco, and medicinal roots and herbs. On French River, near its mouth, on Georgian Bay, Champlain in 1615 met 300 men of a tribe which, he said, "we call les cheueux releuez." Of these he said that their arms consisted only of the bow and arrow, a buckler of boiled leather, and the club; that they wore no breech-clout, and that their bodies were much tatooed in many fashions and designs; that their faces were painted in diverse colours, their noses pierced, and their ears bordered with trinkets. The chief of this band gave Champlain to understand that they had come to that place to dry huckleberries to be used in the winter when nothing else was available. In the following year Champlain left the Huron villages and visited the "Cheueux releuez" (Ottawas), living westward from the Hurons, and he said that they were very joyous at "seeing us again." This last expression seemingly shows that those whom he had met on French River in the preceding year lived where he now visited them. He found this tribe populous; the majority of the men were great warriors, hunters, and fishermen, and were governed by many chiefs who ruled each in his own district; they planted corn and other things; they went into many regions 100 or 500 leagues away to trade; they made a kind of mat which served them for Turkish rugs; the women had their bodies uncovered, saving a robe of fur like a mantle, which was worn in winter, but usually discarded in summer.

In the Jesuit Relation for 1667, Father Le Mercier, reporting Father Allonez, treated the Ottawa, Kiskakon, and Ottawa Sinago as a single tribe, because they had the same language and together formed a common town. He adds that the

Ottawas (Outaouacs) claimed that the great river (Ottawa) belonged to them, and that no other nation might navigate it without their consent. It was, for this reason, he continues, that although very different in nationality, all those who went to the French to trade bore the name Ottawa, under whose auspices the journey was undertaken. He adds that the ancient habitat of the Ottawa had been quartered on Lake Huron, whence the fear of the Iroquois drove them, and whither were borne all their belongings, as it were, to their native country. Of the Ottawa, the Father says: "They were little disposed toward the faith, for they were too much given to idolatry, superstitions, fables, polygamy, looseness of the marriage tie, and to all manner of license, which caused them to drop all native decency."

According to tradition the Ottawa, Ojibway, and Pottawattomie tribes of the Algonquin family were formerly one people who came from some point north of the great lakes and separated at Sault Ste. Marie. The Ottawa were located by the earliest writers and also by tradition on Manitoulin Island and along the north and south shores of Georgian Bay.

There is unquestioned documentary evidence that as early as 1635 a portion of the Ottawa lived on Manitoulin Island. Harassed by the Sioux, and, a promise of protection by the French having been obtained, they returned in 1670-71 to Manitoulin Island in Lake Huron. In Father Claude Allouez's trip to Lake Superior in 1664, frequent mention is made of the Ottawa, and he states that "these savages regard this lake as a divinity and offer it sacrifices, but whether it is on account of its size or because of its goodness in furnishing a supply of fish to make up for the lack of game in these parts I do not know. As you sail over its clear waters you can see far down at the bottom of the lake pieces of copper, some of these as much as ten and twenty livres in weight. The Indians keep bits of the metal about them and hand them down as precious heirlooms to their children." Allouez on this voyage was anxious to find the great rock of pure copper, which was said to have projected far out of the water, but he found it not. It may be of interest to the reader to know that this same copper rock is now in the Smithsonian Institution in Washington.

### The Pottawattomies.

The Pottawattomies have also figured in the early history of New Ontario. In the Jesuit Relations for 1641 they are spoken of as living in the vicinity of Winnebago. Verwyst says that in 1641 they were at Sault Ste. Marie. Their abiding place, like most of the Algonquin tribes was not lasting, spreading from the prairies of the great west, north through Illinois to the Sault, thence eastward to the neighbourhood of North Bay. At the present time the remnant of the tribe that is left mostly occupy reserves in the United States—those that remain in New Ontario are mixed with other bands. They were spoken of by many of the early writers as being most docile and affectionate. Their natural politeness and readiness to oblige was usually extended hospitably to strangers.

### The Abittibi.

The Abittibi is a little known Algonquin band whose habitat has been the shores of Abittibi Lake. The first recorded notice of them is in the Relation of 1640. It is said that the Iroquois warred upon them and two other tribes of the same locality. During the building of the branch of the Temiskaming and

Northern Ontario Railway from Iroquois Falls to Porcupine remains were found which showed evidence of Iroquois contact in this country, and many relics in the museum—presented by Mr. Fred Dane of the Temiskaming and Northern Ontario Railway—attest the Iroquois and French contact at this time—probably about 1651.

## NEW MATERIAL.

During the year 1912 many new additions have been made to the archæological specimens in the Provincial Museum, and to those who have been our best friends in the past we are further indebted for liberal contributions. Lieut. Col. Geo. E. Laidlaw, Victoria Road; Clark Bros., Peterborough; James Warren, Walkerton; Dr. Barnard, Seneca, Mo., and Mrs. D. A. Jones, Beeton, County of Simcoe, have given largely during the past year. We reproduce some of the more unusual specimens from their collections.

Fig. 31919—Full size.

Figure 31919 is a stone hammer which has evidently been used very considerably as it is greatly worn. The groove around the centre, where the handle was attached, presumably by a deer hide thong, is worn very smooth. The stone is

very hard, the centre portion quite dark, perfectly smooth and well polished. This stone is of quartz—this and other material capable of the greatest amount of work with the least amount of wear—were constantly utilized by the Indians. Man living in an age of stone must have been always conversant with the best material possible and also with its adaptability for particular uses. From the appearance of this stone one would be inclined to think that it had been utilized around the camp for breaking the long bones of animals for the purpose of extracting the marrow therefrom. It is a well known fact that most of the long bones of animals found in the kitchen middens have been broken.

Fig. 32068½—Half diameter.

Stone Adze Fig. 32068½ found in the Township of West Nissouri, County of Essex, near Thorndale. This adze is beautifully made of fine coloured granite. The bevelling on the lower side of the adze is remarkably well done; the edges are square, and the front part of the adze nicely rounded. The evidence on the reverse side from that shown in the photo engravure indicates the rubbing of the material used in hafting the same.

Fig. 31311—Half size.

Figure 31311: This perfect clay pipe, bell-shaped and beautifully made, has the appearance on the surface of being glazed. Probably this may be due to other conditions as the North American Indian was unaware of the process of glazing any of his pipes, but by the use of other materials he was able to give them a smooth polish.

Fig. 31937—Full size.

Figure 31937 is a pipe made of soapstone and somewhat darkened in colour, probably from use or exposure. The drilling both of the bowl of the pipe and the stem are remarkably well done and unusually regular. It may probably have been used to smoke without a stem, but from its general appearance and from the size of the hole, it was evidently used with a wooden stem attached to it. Unlike the usual stone pipe there was no hole for the attachment of the stem thereto.

Fig. 31312—Half size.

Figure 31312: This pipe, also found in the Township of Innisfil, County of Simcoe, is so perfect a specimen of a modern clay pipe, except in colour, that one would imagine the hands of some European in modern days had made it, yet in every particular it conforms with the pipes of Pre-Columbian times. The ring markings and the dots around the top of the pipe are similar to those of many others; also the methods of making the inside of the bowl and the holes of the stem are purely Indian.

Fig. 31282—Full size.

Figure 31282: This is a stone pipe found by Mr. Harry Mayor in the Township of Innisfil. It is fairly well made. The head, which was evidently intended to represent a bear, is very good: mouth, eyes, and ears being very well exemplified. The bowl is small and cut as similar bowls are in other pipes of this kind. A number of these pipes are to be found in the Museum, a particularly good collection having been presented by Colonel Laidlaw. The hole between pipe and stem is bored similarly to the holes in the amulets and other ornaments made of stone. The paws are brought together forming a handle for the purpose of holding the pipe. At the upper part of this handle is a slight projection intended evidently to represent the fore paws of the animal.

Fig. 31922—Full size.

Figure 31922 is a gorget of striped slate made in an unusual way. The hole is a little above the centre bored in the same manner as is usual in artifacts of this kind. It may have been used for the purpose of rubbing down deer hide thongs to make snow shoes and also for use in sewing. The hole is worn sufficiently to indicate that it has been used for some utilitarian purpose. It is the only gorget of this kind in the Museum.

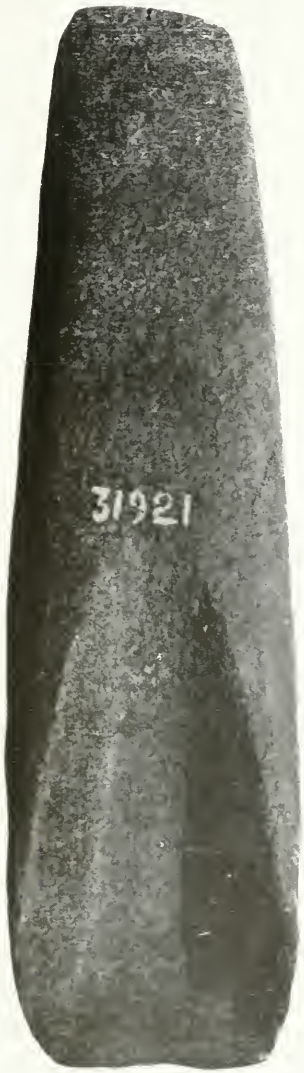



Fig. 31921—Full size.

Figure 31921 is a beautifully made gouge of bluish gray granite. It was found neaw Walkerton, in the County of Bruce, and with a number of other valuable artifacts, was presented to the Museum by James Warren, Esq., of Walkerton.

This gouge, when properly hafted, would make a very useful implement for Indian work. Evidently great care and labour were expended in fashioning such gouges and they must have been made for some important purpose. Diligent search in the "Jesuit Relations" has failed to give us any satisfactory explanation of these unique objects. No theory of the use of such artifacts as this so well explains the excellent condition in which most of them are found as does the one that they were chiefly used in excavating or cutting where wood had been more or less charred—as in the making of boats, burning the log, removing the burnt wood with a gouge, then burning again.

Fig. 31386—Full size.

Figure 31386 is an unusual shaped stone. For what uses it could be valuable is exceedingly uncertain. It may probably have been a flat stone, smoothed down into shape and then made ready for the purpose of making an amulet or some other such ornament therefrom. The fish-shaped head only indicates an article partially finished, and age has done the rest in leaving a smooth surface. While the tail is flattened, the process of finishing is incomplete.

Fig. 31923—Full size.

Figure 31923 is a nicely shaped gorget with the usual two holes made in proper form, but with lower part bell-shaped and bevelled on one side so that it is not perfectly flat. The material is slate and, as usual in pieces of this kind, is

beautifully marked. It apparently must have been used for an ornament, as it is so thin that it was not likely required for any utilitarian purpose. The love for personal adornment common to man in whatever stage of development we find him manifests itself in prehistoric times on this continent by the presence of a variety of objects of a decorative character such as the one represented.

Fig. 31257—Full size.

Figure 31257 is a stone axe from St. Vincent, West Indies, presented with a number of others by the Rev. Thos. Huckerby. We illustrate this axe for the purpose of showing the different methods of manufacturing the same between the West Indies and Canada. These axes, when properly sharpened, must have been fairly useful for the purpose for which they were intended. Of course, as far as cutting the hardwoods of the Tropics, they would be absolutely useless, but for the softer woods and cleavage purposes they were of excellent service.

Fig. 31286—Full size.

Figure 31286 may be classed amongst the bird amulets. While the head is similar to many of those in that class, the general outline closely resembles the amulets. What is intended as the head is pierced by a hole bored, similar to others of this class, at the base. Probably this hole was used for the purpose of hanging it suspended round the neck of the wearer.

Figure ? represents a few of a cache of "Flints" accompanied by a copper hook, found at Site 20, lake shore, block east, Bexley Township, County of Victoria, May 24th, 1909, and presented to the Provincial Museum by Colonel George E. Laidlaw. Colonel Laidlaw writes as follows concerning this cache:

"This cache was found while planting trees by Mr. Joseph Lytle and Mrs. A. A. Macdonald at her summer residence. The flints consisted of about 18 or 20 irregularly shaped leaf and ovate forms from one inch to two inches in length, several blocks of flint, and about fifty large untrimmed flakes and rejects. These seem to comprise two varieties of flint, the grey chertz kind, and the chalcedonic variety of a lighter colour, the latter probably coming from an outcropping in Carden Twp., some twelve miles away.

There is also one large flake of dioritic material, 2⅝ in. long, 1½ broad, partially smoothed in one place.

This cache may have been the stock-in-trade of some flint worker. It was found in very stony ground at a depth of a foot or eighteen inches. It was disturbed and partially thrown out of the hole before being noticed. Most of the flints and the hook were secured on the spot by Mrs. A. A. Macdonald. The rest were carried away, but were recovered inside of a day or so. There were no small chips noticed that would lead one to believe that there was chipping done on the spot. The cache was within a very few yards of high water mark and also near a boulder containing a mortar, on south side of site.

The copper hook is of native copper and native manufacture, length 3¼ inches, width from point to shank 1¾ inches, weight 1½ oz. avoir. The shank is ⅜ inch wide by ¼ inch thick in cross section, and was probably made into a spike—first of 6½ inches in length, and then bent into hook shape, similar to the present Limerick style. It may have possibly been used as a gaff hook, as it is too large for an ordinary fishing hook. This is the first flint cache on record from this section.

Soapstone pipe, found by myself on Site 3, Lot 5, Con. 5, Bexley Township, is one of the "everyday" class, and though small and plain, is of a unique shape that

Fig. 2—Full size.

has not been recorded before. It is 1¾ inches long, three sided and tapering to a small base at bottom; width of sides at top 1 inch, at bottom ⅜ inch, triangular cross section with outside angles rubbed down. The three angles project slightly above the bowl. The bowl has been made by excavating, and also by use of a rotatory drill, both sorts of marks being shown. Depth of bowl hole 1⅜ inches. There are two stem holes—a not uncommon feature in this section, the smaller one entering through one angle at about ⅜ inch from the base, the larger stem hole nearly

Fig. 31081.

opposite and higher up. Diameter of bowl 11/16 inches; of stem holes 3/16 and ¼ inches respectively. The faces show abundant marks of rubbing with a sandstone, the striae not being regular enough to have been produced by a steel file. There is a tranverse nick on each of the two corners near the top, use of which is problematical.

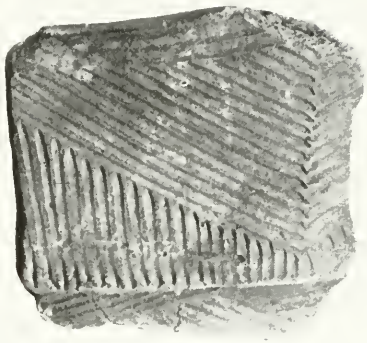
Glassy quartz arrowhead, 2½ inches long, 11/16 wide, ⅜ thick, this was found on Lot 10, N. P. R., Eldon, Bolsover P.O., and given by Mr. James McGirr. This arrowhead is mentioned on account of the material it is made from, it being an almost transparent glassy quartz. Several rough scrapers made from the same material have been found in this locality.

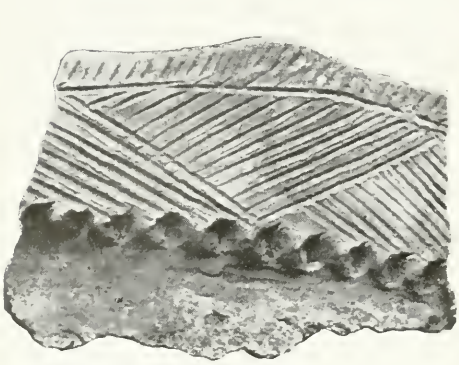
Figure 31081 is a very fine specimen of a slate pick. It is 14 inches long and measures 4 inches in circumference at its centre. The markings show that it had been hafted and without doubt been used for the purpose of breaking the ice. It was found by the late Joseph Smelser on Lot 2, Con. 5, King, on the banks of the little Humber and most probably was used for ice-breaking by the villages occupying the Humber in ancient days.

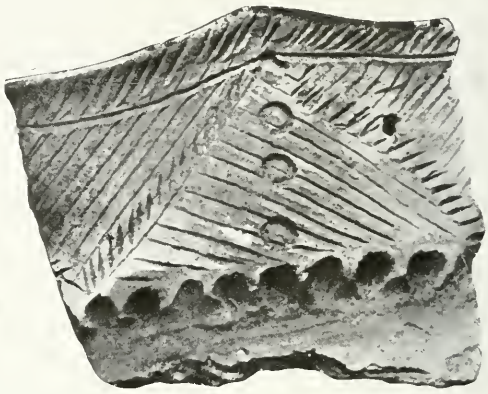
## Pottery.

The importance of the potter's art to archæology has often been pointed out. Baked clay is one of the most enduring materials utilized in art, and its employment by the races of men has fallen but little short of universal. The creations of that noblest of arts—architecture and the antecedent forms of house building—are necessarily left where erected to be fed upon by the remorseless elements of nature, but the less pretentious utensil of clay accompanies its owner to the tomb, where it remains practically unchanged for ages. And many of our glimpses of the history of the American races of Pre-Columbian times are obtained through these relics.

These pieces of pottery are in the Laidlaw Collection, and were found on Lots 5 and 6, Con. 2, Township of Beverley, County of Victoria. The markings on some of these pieces are particulary well executed and, considering that probably four or more centuries have passed since they were used, their condition is remarkable; and when in a finished state, uncofroded by time, they must have presented a very elegant appearance. No potter's wheel was used in their manufacture. Sometimes baskets were woven and the clay was moulded on, but most frequently they were made by hand.







These four pieces of pottery, namely: Figures 31468, 31469, 31477, and 31483 were found by Clark Bros. in the Township of N. Dumfries, County of Waterloo. The markings, while somewhat different from the Laidlaw collections, which were probably manufactured by Algonquins, are without doubt of Attawandarin origin. While the markings may be on the general pattern of other Indian pottery, yet the work on those of the Laidlaw collection is much superior to that of the Clark collection.

Fig. 31469.

Fig. 31468.

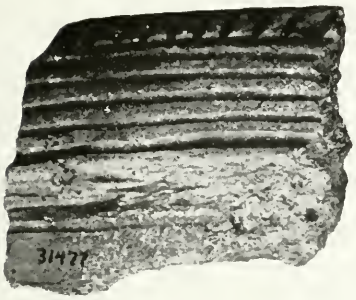



Fig. 31477.

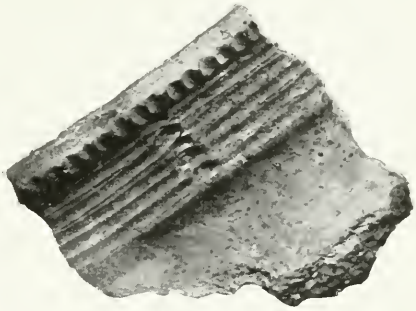


Fig. 31483

These fragments of pottery.—Nos. 30884 and 30885, were found on Lot 27, Con. 5, Vaughan, County of York. Their appearance indicates that both pieces were a portion of one pot, and evidently when new must have made a very ornamental utensil. The handle in both cases is well made and somewhat similar, indicating that they both belonged to the same pot, which would not be more than 5 or 6 inches across at its mouth. The material used is clay, and ground much finer than some specimens found in the Township of Vaughan.

Fig. 30884.

Fig. 30885.

## CEREMONIAL BANNER STONES.

There has been much conjecture in regard to the intended function of a great number of prehistoric artifacts, the origin of which is probably to be sought in a religious or superstitious feeling. They are manufactured from a great variety of materials—bone, shell, metal, and stone, and especially slate and steatite. Some may owe their forms to the whim or fancy of the maker; others are perhaps symbolic for use in the manifold parades, dances and other celebrations: but the uses to which they might be assigned in their different forms are limited only by the imagination. The ancient Scandinavians wore "Victory Stones" suspended around their necks and the Eskimos to-day wear charms and amulets to bring success in fishing and hunting. The coast Indians of Alaska place great reliance on amulets which are usually carried upon their persons. There are a large number of these in our Museum.

These "Banner Stones" have been so designated by the late Dr. Boyle. They are found in various parts of this Province. The name was applied to them from the belief that they were used on the top of banners for decorative, ornamentative or ceremonial purposes. As can be seen, there are certain fundamental features in their shape that would suggest to the student of archæology forms that might well be designated Banner Stones—these features being the axial perforations and the

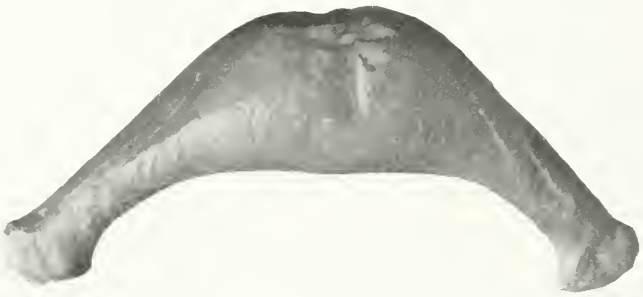


Fig. 179—$\frac{3}{4}$ size.

extension of the body into wing-like projections. These objects are usually made of some order of argillite, selected for its fine grain and attractive colouring. They are probably as a class the outgrowth of that remarkable culture developed along the valley of the Mississippi and her tributaries, known as the Mound Builders. We select from our collection a number of varieties which have been found in various parts of the Province.

Figure 179 is a Banner Stone found in Plympton Township, County of Lambton. It is of gray coloured slate and is greatly worn. The concave portion is perfectly smooth and polished. The hole is slightly larger on the convex side. At the apex of the convex side there is a slight flattening which is somewhat unusual. The peculiar shape of this stone differs from any other we have in the Provincial Museum. The sides of it are much worn. The hard portions of slate slightly protrude and it looks to be very old. The flared ends are grooved on one side and were probably grooved on the other but through age and wearing it has disappeared. This artifact has the appearance of great age, and as objects of this kind are found throughout the Mound Builders' country, it is quite possible it may have been handed down from them.

Fig. 180—$\frac{3}{4}$ size.

Figure 180: This stone artifact, made of slate, was found at Forest. The perforation running through its longer axis is perfectly uniform. The marking in the photo engravure is the result of a fracture which has been repaired. The flared ends are much the same as that of Figure 179, only the flared ends extend very much farther forward on the concave side of the stone. A stone such as this could be used only for ceremonial or ornamental purposes, most probably the latter.

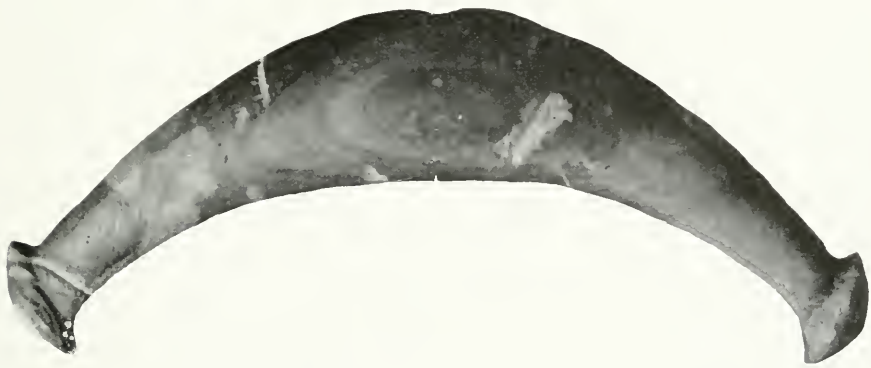


Fig. 178—$\frac{3}{4}$ size.

Figure 178: This probably is one of the most beautiful Banner Stones in the Provincial Museum. With it is a highly specialized crescent with flaring ends. It is beautifully worked, highly finished, colours varying from black to green slate, with an intermixture in some places of other material, changing the colour and general appearance. The concave side is flattened, while the upper one is rounded, and towards the centre is pointed. The perforation runs as is usual in these pieces across the veining of the slate. It is perfectly drilled without any markings or appearance of having been used. Without doubt, pieces such as this were used for ornamental purposes. The flared ends in this specimen differ from those of the previous ones in being rounded and not grooved.

Fig. 10736—¾ size.

Figure 10736 is a Banner Stone found near St. Thomas, Elgin Co. When dug up, it was some four feet below the surface. It is a very heavy and coarse specimen, flattened on the concave side, and pointed at the end. The drilling differs from any of the others. From the fact that it appears to have been drilled both from the top and the bottom, the hole is very much smaller in the centre. This artifact might have been hafted and used for a pick, as it is rather heavy for ceremonial or ornamental purposes. It has all the appearance of a stone artifact dating away back to the early days of the Stone Age in America.

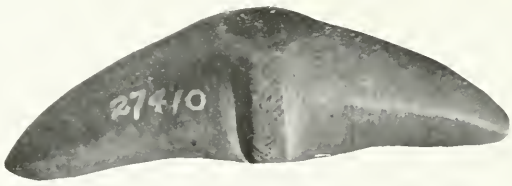



Fig. 27410—¾ size

Figure 27410 is a stone found near London in the County of Middlesex. It is a peculiarly shaped Banner Stone, being quite concave on one side and flattened on the same. A protuberance extends out from both sides where it is bored. The boring is the same size through the stone. On one of the elevated sides is a ridge extending from the upper part to the lower. It is quite convex on its upper surface, and coming to a point is round but somewhat angular.

Fig. 2017—¾ size.

Figure 2017 is an unusual shaped crescentic Banner Stone found on the Tuscaroran Reserve, Brant County, and presented to the Museum by Chief Smith. It is perfectly round, well bored, coming to a point at each end. The boring is slightly worn and would indicate that it had been used, by hafting, for some purpose, probably that of a pick.

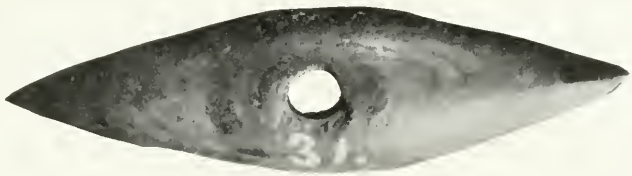


Fig. 168—¾ size.

Figure 168: A fine Banner Stone, found in the County of Norfolk. It is beautifully veined, and slightly flattened on the reverse side, as shown in photo-gravure: convex on the upper side. The hole is one third larger on the flattened side. The markings of the drill are quite prominent, due probably from different sizes being used. This article properly hafted would have made a very formidable weapon in warfare.

Fig. 169—¾ size.

Figure 169 is a Banner Stone found in the Township of Oneida. It is also well marked and beautifully veined, and very slightly flattened on its lower side. The upper portion is quite convex and the hole is slightly larger on the convex or upper side than the lower. Its pointed ends are slightly broken, but from its appearance they had evidently been brought to a sharp point. The hole is well drilled, as in the others, but not so evenly, and is slightly larger on the convex side, differing in this way from some of the others.

Fig. 166—1½ in. at centre. 6½ in. long.

Figure 166 is a Banner Stone with an unusual appearance. It is made of very gray slate and is 6½ inches long. The difference between this and the previous ones is that the boring is through the larger portion of the stone. The pointing is perfect and uniform on both ends. It has no flattening above or below, being circular from end to end.

Fig. 25123—¾ size.

Figure 25123 is a Banner Stone from the County of Elgin, also flattened on the lower side, convex on the upper. The point at one end has been slightly disfigured, but at the other it evidently was very sharp when in its original state. The hole in this case is slightly larger on the upper or convex side, and smaller at the lower, where it is also flattened. The veining in this stone is exceedingly fine.

Fig. 25054—¾ size.

Figure 25054 is another beautifully veined piece of slate, pointed at both ends and convex both above and below. The hole passes exactly through the centre and is slightly larger at one side than the other.

Fig. 23209—½ size

Figure 23209: This bar amulet is slightly elevated in the middle with the usual diagonal holes at each end. It was found in Oxford Township and is of dark gray-coloured slate. Prof. William examined with great care the surface of a number of these problematical stones, testing them from a point of view of chemistry and mineralogy, to ascertain what elements in the stones weathered out and what elements remained. His observations are of great importance in indicating that many of these stones are old. "How old," he says, "I do not attempt to say in years but that the most of them were made and used before the Christian Era."

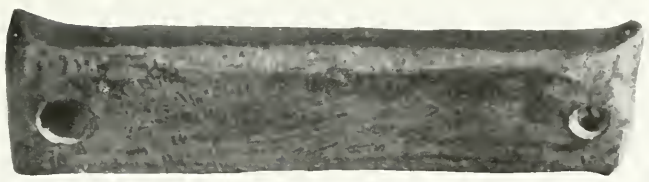


Fig. 10695—$\frac{3}{5}$ size.

Figure 10695 is a bar amulet made somewhat after the principles of bird stones, only the upturned ends are not so well marked. It is of greenish striped slate and when nicely polished would no doubt look very well as an ornament. The perforations can be seen extending from the side downward to the base, with no evidences of wearing. Articles such as these may have been used by doctors, soothsayers, or ritual priests. During peace and plenty they were not much called for, but when privations and warfare stalked amongst them, the ritualism of paganism at once became an object of great concern amongst all the tribes.

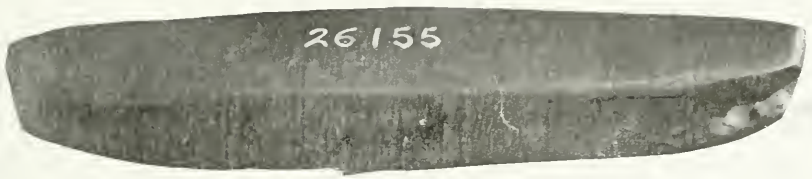



Fig. 26155—$\frac{3}{5}$ size.

Figure 26155 is probably a degraded bar amulet. This specimen is of reddish Huronian slate, and seems to have fallen into the hands of some one who has spoiled the end holes by grinding them partially off to make others along the base; or probably the other hole has been made previous to the grinding, and the piece may have been used for other purposes. This piece was found near Coleraine, Township of Vaughan, County of York.

Fig. 17173—$\frac{3}{4}$ size.

Figure 17173: This is a slate bar amulet, perfectly flat on its lower surface, concave on the upper, with slightly enlarged ends. Beyond this, there are no markings whatever thereon, not even a drilled hole. The use of such an artifact can not very well be even supposed.

Fig. 7358—$\frac{3}{4}$ size.

Figure 7358: This amulet was found in York County, near Toronto. It resembles very much Figure 11113, which was found in North Cayuga. The only difference between these two stones is the fact that one is very much heavier than the other, but in both the polish and finish are perfect and in general outline very similar.

Fig. 10748—$\frac{3}{4}$ size.

Figure 10748 is a very fine piece of greenish slate, flat on the under surface and slightly concave on the upper. There are grooved markings on each side, absolutely in the centre. One end is slightly larger than the other. There are no holes nor any other markings other than those mentioned thereon.

Fig. 10974—$\frac{3}{4}$ size.

Figure 10974 is a bar amulet found at Healey's Falls, County of Northumberland. It is of peculiar shape and is quite different from the preceding one. Its unbroken end is somewhat enlarged, and its drilled holes, the same as in bird amulets, are at both ends, one end having been slightly broken. There is no evidence of the perforation at the end having been used for any other purpose than that of fastening it to the dress or some part of the body for ornamental or useful purposes.

Side View.

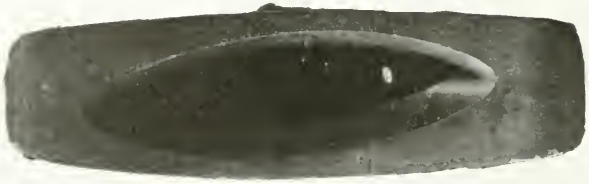


Fig. 19731—Top View—$\frac{3}{4}$ size.

Figure 19731 is probably the finest specimen of a boat stone in the Provincial Museum. It is made of grayish-coloured striped slate, hollowed out in the centre, perfectly smooth, besides being perfectly uniform. The holes are equidistant from the end and equal in size. For what purposes it could be used there are no evidences, as the holes show no appearance of use. It is surmised that they were employed as charms or talismans and carried about the person. Similar forms are found on the Pacific coast, some modelled after the native canoe, while others resemble the boat stones of the east.

Fig. 214—$\frac{3}{4}$ size.

Figue 214 has been designated a boat amulet. The drilling out of the centre of the stone is beautifully and most regularly done. The holes differ from the others in their being bored closer to the end, but as far as the drilling is concerned, they are both done in the usual way. The hole on one side is nearly twice as large as that of the other, but in no way do they show any appearance of use.

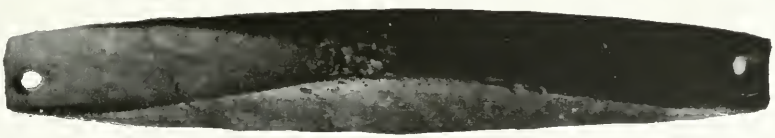


Fig. 215—$\frac{3}{4}$ size.

Figure 215, which has been designated a boat amulet, might just as well be called a bar amulet, as there is no hollowing out of the centre of the stone. This stone is perforated at both ends and in both cases the perforation shows evidence of wear and considerable use. Apparently it has been used for attachment to the dress for some purpose, probably fastening. The perforations which go through both ends would indicate such use.

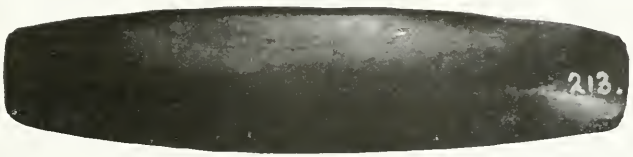



Fig. 213—$\frac{3}{4}$ size.

Figure 213 has also been designated a boat stone, but further than that it has little connection with them. There are no markings thereon. It is perfectly smooth, of very fine bevelled slate, and well polished on the lower surface, slightly curving upwards at each end. Without doubt it has been used for decorative purposes as the fine grain and polish would indicate such.

## FLINT.

By some mineralogists the term flint is limited to the nodules or concretions found in chalk-beds. As this particular variety does not occur in Ontario it is contended that we have no "true" flint and a variety of names are applied to the allied forms found here. This, however, is a distinction without a practical difference. The wide diversity of colouring is principally due to minute quantities of iron in combination. In conditions necessary for its successful working into useful shapes no line is to be drawn between the flint of England, the chalcedony of Brazil, the hornstone of Indiana, and the chert of Ontario.

Fig. 6703—7½ in. long, 4¾ in. wide.

With the advent of European civilization in America, the Stone Age disappeared very rapidly,—never again to be reinstated except by those who manufacture for commercial purposes. Most of the flints found in this Province have been surface productions. They are not numerous in their ashbeds or kitchen middens, and but few caches have been found. The Ontario article is quite the equal of any found in other parts of the continent, and compares most favourably with the finest specimens produced by the ancient workmen of Europe.

Fig. 6753—8 in. long. 5½ in wide.

Fig. 6709 - 6½ in. long, 3 in. wide.

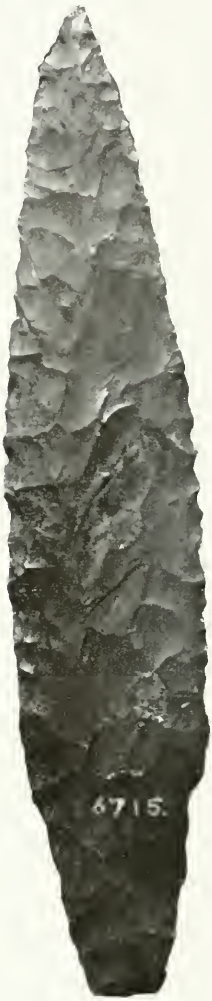



Fig. 6715
8 in. long, 1⅞ in. wide.

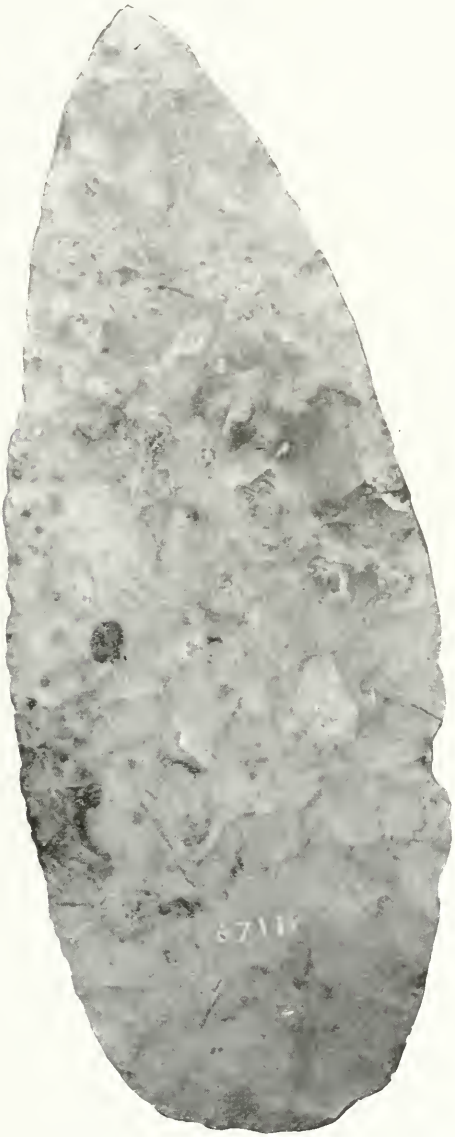


Fig. 6711—9¼ in. long, 3⅝ in. wide.

Fig. 6743—11½ in. long, 3½ in. wide.

We illustrate here a series of specimens of chert, or flint, implements found in Canada, and also a comparative representation of those found in various parts of this continent with those found in Europe and the East.

Figures 6703, 6709, 6711, and 6715 represent a number of flint or chert weapons or implements taken from a mound on Tidd's Island, River St. Lawrence. They are quite characteristic of a number of similar large specimens found in the Provincial Museum. The uses that they have been put to have been probably various, the greater likelihood being that these implements were used largely for agricultural purposes, such as planting of corn, and seeds of various kinds, as at no time did they stir up the earth to any great depth. The loose alluvial soil found on the top was chiefly used by them.

Figure 6753 is a large amber coloured flint implement, the corner of which has been broken off, but either as a spade, an axe, or a hatchet when properly hafted, would make a most formidable implement. Evidently considerable iron entered into its composition as evidenced by its fine colour.

These specimens are amongst the larger ones in the Museum.

Figure 3177 is an arrow head found near Derry, in the north of Ireland. It

Fig. 3177. Fig. 3179. Fig. 3180. Fig. 3178. Fig. 20146

is evidently one that has been used for an arrow tip and is beautifully made of very light-coloured flint. Points of this kind are found distributed over the continent of America.

Figures 3178, 3179, 3180, are arrow points found in a peat-bog in the County Antrim, Ireland. The three specimens are quite characteristic of European flints and resemble very closely the flint implements found in this country. The chipping is both beautifully and regularly done. Thus we have in the old world as in the new, three succeeding phases of human development—the ages of Stone, Bronze, and Iron—which demonstrates that man slowly and gradually merged from a condition of utter barbarism in both hemispheres. The age of Stone in one may be an Electric age in another.

Figure 20146 is a beautifully formed flint found near Brantford. The outline is most unusual and method of chipping different from most of the others. This flint has well marked serrated edges. The seven points on each side of the flint are most regularly made. The two-pronged base with the three serrations and indentures between would indicate a flint article used for ornamental or ceremonial purposes.

Figures 5890, 10887, 25147, 5848: These drills are representative of a large number of a similar kind found in the Provincial Museum. The first three were

found in the western part of the Province. Fig. 5848 represents one found in Miami Valley, Indiana, showing the general uniformity of artifacts of this kind all over the continent. These drills were used largely in the manufacture of their pipes and also in the manufacture of all material that was not too hard for their use. Evans specifies five ways of making holes in stone, viz:

Fig. 5890 Fig. 10887 Fig. 25147 Fig. 5848.

(1) Chiselling or picking with "picks," celts, or drills of flint, or other stone.

(2) Boring with wood or horn using sand and water.

(3) Grinding with a tubular grinder, as horn, cane, elder, etc., with sand and water.

(4) Drilling with stone drill, i.e., of flint or sandstone.

(5) Drilling or punching with metal.

Many of these flint drills are wrought with admirable skill and may be classed among the most remarkable relics of antiquity.

Fig. 19825

Figure 19825: Two flints found in Nottawasaga Township. They are not unusual, and were probably used for spearheads. They closely resemble some of the flint specimens found in Egypt, though the indentation at the base is not so extensive.

Fig. 1924.

Fig. 1925.

Figures 1924 and 1925 are a pair of typical leaf-shaped flints, found on Wolfe Island, River St. Lawrence. Flints of this kind most probably were hafted and used for knives. One of them, namely, 1924, is somewhat curved in the point and has all the appearance of having been used as a knife.

Castanedo who accompanied Coronado in 1541 to Quivira (Kansas) states: "They cut the hide open at the back, and pulled it off at the joints, using a flint as large as a finger, tied in a little stick, with as much ease as if working with a good iron tool. They gave it an edge with their own teeth. The quickness with which they do this is something worth seeing and noting."

Fig. 25703

Fig. 25688

Fig. 26702

Figure 25688, 25702, 25703, are arrow points found in Waterloo Township in the County of Waterloo, and quite characteristic of arrow tips found all over the Province. Pointed flint objects without stems are for the most part triangular war points. The story of their use is as old as the glacial sands, and the reason

why they are so called is because there is no way of fastening them to the arrow securely, and they become detached from it when the victim attempts to withdraw the shaft. The use of both glue and sinews was the method of the Indians for fastening the tip to the split shaft. In the west the glue was made from the horns and the hoofs of the buffalo.

Fig. 31010.

Fig. 31011.

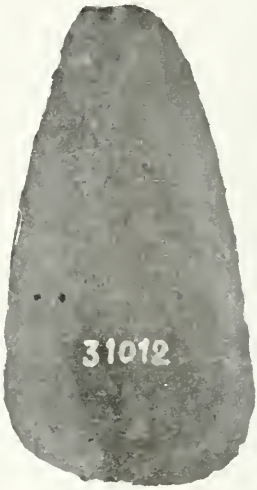



Fig. 31012.

Figures 31010, 31011, 31012 are characteristic scrapers and were found in the Township of Vaughan, all three lying together, close to the ashbed. Articles of this kind serve pretty much the same purpose the world over. These are probably the most common articles of this kind found in the Province of Ontario

While scrapers are commonplace tools, yet they played a very important part in the life of ancient man. The economy of the Indian is well illustrated in this department of flint, for broken knives, arrows, spearheads, were made into scrapers.

Fig. A.

Fig. B.

Fig. C.

Figures A, B, and C represent three obsidian arrow-heads or spearheads from Mexico. While each one of them differs materially from the others, they all resemble closely similar articles found in the northern part of the continent.

Obsidian is volcanic glass and was much used by the Indians of Mexico, Arizona, and California. It is generally blackish in colour but some varieties are brownish, reddish, or greenish in hue. It is not found in Ontario.

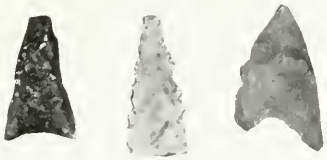


Fig. 1. Fig. 2. Fig. 3.

Figures 1, 2, and 3 represent three arrow tips from Arizona. These tips were very numerous in that section of the United States, and are very much smaller than even the smallest of those we find in this Province.

Fig. 26965

Figure 26965 is a bone arrow head or spear head found in the County of Simcoe. While it resembles very closely the ones previously illustrated in stone, it is the only one of the kind we have in the Museum. It was probably made from the tibia of a deer, and undoubtedly many of this kind were used by the aborigines, but unless preserved in ashes, few bone implements are found.

## PRE-COLUMBIAN COPPER.*

Back into the midnight history of the past, back amongst the ruined palaces of unknown cities, back around the sacrificial altars beneath the vast mounds of the unknown races of all continents we can trace the existence of copper or bronze. Even the legendary lore of the earliest ages surrounds the history of this most useful metal with the same myths as cloud the story of mankind. When the site of the Great Pyramids of Egypt were sand dunes—when the cities of the ancient Hittite Empire were unbuilt—when the palace of Knossos, the ruined capital of the ancient Minoan Kings, was yet in the Stone Age, we find bronze implements and ornaments had been in use for ages. On the American continents similar conditions existed. Amongst the stately ruins of the Aztecs, Toltecs, and Incas, we find copper and can trace it even back into the inscrutable darkness of Pre-Columbian times. In those great civilized centres of Mexico and the west coast of South America, vast stores of copper, gold, and silver were to be found, used mostly for decorative architecture and utilitarian purposes. When we pass northwards amongst the tribes occupying the territory which is now known as the United States and Dominion of Canada we stand in wonder at the existence of so many linguistic families, and are at a loss to conceive how many ages were required to produce such a condition. Yet amongst them all—whether permanently located or wandering tribes—implements of copper were in use.

Much of this copper was derived from the extensive mines on Isle Royale and the western and southern shores of Lake Superior. The State of old Virginia supplied a small amount and probably the vast copper mines on Copper River in the barren lands east of the Mackenzie River may have supplied some. As these copper fields were utilized by the Esquimos undoubtedly some of it, through trade, drifted southward. Primarily the copper used by the Indians was that ground off during the glacial periods and carried south. From the mines of Lake Superior copper was carried south and east and west to very great distances, native copper having been found as far south as Cincinnati. Probably some of this copper came from the far north, carried south during some of the Glacial periods, but, be that as it may, the native races soon learned to trace up those stray nuggets to their origin, and soon we find the mines of Lake Superior utilized by them. Isle Royale has many mines, and one has but to tramp over the concealed remains of those vast ditches to appreciate the amount of work done and the amount of copper that must have been taken southward. By whom and when this was done we know not—but the weight of evidence would indicate that the mines were operated at the time of the European occupation and work was discontinued owing to the great unrest caused by the introduction amongst the various frontier tribes of modern methods of warfare.

The records of the ancient races who did this work are only to be gathered from the artifacts they have left behind. In the great trenches and numerous pits are to be found stone mauls elegantly formed and well suited to the work to be performed. Copper axes and wedges, and the remains of wooden shovels and supports, preserved by the infiltration of the salts of copper, all show a well established system and regular methods for carrying it out. In those ditches can be seen to-day the evidences of where fires had been made to heat the stone: cold water would then be thrown thereon and after the resulting disintegration the mauls completed the work of laying bare great sheets of copper. Copper axes, adzes, and wedges, assisted by wooden shovels, were used in removing the

*Read by Dr. Orr before International Congress of Americanists, London, Eng., June, 1912.

International Congress of Americanists, London, Eng., June, 1912.

debris. In no place do we find that they penetrated the earth any very great distance. Some of these ditches are twenty-five feet in depth, but most of them very much less. There is no reason to think that the men who worked these mines were other than some members of the great Indian family that inhabited the continent in Pre-Columbian times. That a great civilized race commonly called Mound Builders existed and worked the mines is absolutely without proof. That the people who did this work lived in the neighbourhood is without doubt. All along the Rainy River, through the Lake of the Woods, away north to the Grand Trunk Pacific Railway crossing, there are evidences of extensive settlements in

Fig. 2 (Fig. 3664).

olden times. All through this district are many mounds, mostly burial, some containing copper implements and ornaments, many containing pottery resembling that found in the mounds along the Mississippi and its tributaries. None of these mounds differ materially from the ordinary burial mound of the various nomadic tribes, distributed over the great watershed of the central part of the Continent.

The distribution of copper was effected by barter between the various tribes all over America. That the Indian trader covered extensive tracts of country is

well exemplified by the warrior bands of the Iroquois Confederacy, now on the banks of the St. Lawrence at Quebec, next away in Virginia, and in a short time at the head of Lake Huron exterminating the few Wyandots left at the Sault. The covering of so much territory, thousands of miles in extent, leads us to no other conclusion than that the inter-tribal commerce all over the Continent was very extensive in those Pre-Columbian times.

In the Province of Ontario the finds of copper have not been very extensive. The wide distribution is shown by the fact that copper artifacts are being found all over the Province.

In the Provincial Museum we have about 100 specimens of copper, including artifacts of most of the varieties found in the United States and Canada. There is also in the collection a number of specimens which undoubtedly show contact with Europeans. In this case it is not necessary that the artifact be anything but pure native copper, as the early trappers and travellers as well as missionaries made use of the native copper in the possession of the Indians out of which to design something useful; and many of the knives found have, I think, probably been remodelled by Europeans. These specimens in our Museum have been procured from all over the Province, some surface finds, but most of them from village

Fig. 4. (Fig. 25548)

sites and rifled graves. I have opened a great number of ossuaries myself but have never found copper artifacts in any of them.

*Fig. 1 (28,771) is a unique specimen of native copper found by Dr. Boyle on the Lowery farm near Niagara Falls; he considered it as a piece of pure copper of Pre-Columbian origin. The marks of the pounding can be seen thereon.

Fig. 2 (3,664) is a beautiful specimen of copper adze, found at Fort William, which is only a short distance from the copper mines. This adze is purely Indian in its design, and when properly hafted would do most serviceable work. While this is the largest copper adze in our collection, it is only one of a number made after the same pattern, and all evidently used for the same purpose. It weighs 1 lb. 4½ ozs.

Fig. 3, (3681) is a copper chisel taken from an ossuary near Midland, Ontario, by H. F. Switzer, Esq., Clerk of the Town of Midland. There were about fifty skeletons in the burial pit. Some other copper articles were also found therein. This article had been wrapped in a beaver skin, only that portion of the skin remaining which was underneath and had been preserved by the salts of copper.

The distribution of pieces of this kind is very wide, for in all parts of Ontario, from east to west, they are to be found. Some excellent specimens have been

*Fig. 1 appears on page 11, 1911 Report.

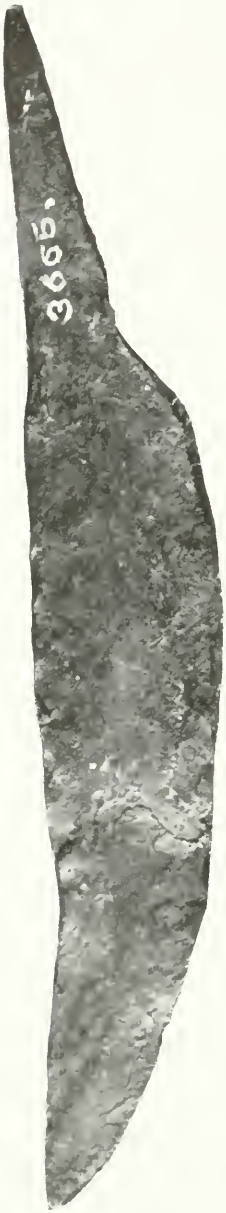



Fig. 5 (Fig. 3665).

Fig. 3 (Fig. 3681)

unearthed in the burial mounds at the Lake of the Woods. In a few cases they are sharpened at both ends, and when they have been used as a chisel the effects of the hammer can be seen.

Fig. 4, (25548) represents what has been a well formed sheet copper pipe, the markings showing where the union was made. Age has done much to mar its general appearance. There are two pipes of this class in the Museum, and they were believed by the late Dr. Boyle to be purely Indian. In general outline they correspond with a number of clay and stone pipes in our possession. We must always remember that European pipes were originally copies from early Indian forms.

Fig. 5, (3,665) is a characteristic knife and one of a great number among our exhibits. Many of these, however, were made from sheet copper, which was easily cut into shape and then pounded down, so that there was no trouble hafting and sharpening it. Specimens of this kind have been found in every part of the Province.

Fig. 6 (Fig. 3695).

Fig. 6 is a copper spearhead found in Minnesota and resembles very much similar artifacts found in the Province of Ontario. It is made of native copper

with the hafting end of it made similar to the copper spearheads found in various parts of this Province. Age and weather have corroded it considerably, but it still shows evidences of being well made and the lines on it are almost perfect.

Fig. 7 (Fig. 28298.)

Fig. 7 is a tool of native copper pounded into its present shape. What use was made of it, at the present time it is hard to say. It was found in a gravel pit near Nepigon, New Ontario, and is evidently pure copper procured from the Superior district, and probably very old.

Fig. 8 (Fig. 3702.)

Fig. 8 is a lump of native copper, weighing $3\frac{3}{4}$ lbs., found on the farm of Mr. Gilgallen, Lot 12, West Williams, Middlesex. This piece of copper had evidently been carried there as a piece of merchandise out of which to manufacture copper implements and ornaments, as the place of finding was not likely to produce any copper during the drift age, but was evidently brought by the Indians from Lake Superior. It is pure copper and has the appearance of some work having been done on it. In fact, one side appears to have been cut. It was from material of this kind that the natives of this Province manufactured most of their copper implements.

When we look at the specimens we have, after 400 years of exposure and decay, I often think we do not give the red man the credit to which he is entitled for his ingenuity.

For many years there has been controversy as to the tempering of copper. In no part of the North American continent outside of Mexico is there any evidence that copper was tempered. No copper implements found in the Province of Ontario were anything more than pure copper, hardened by pounding. We must remember that over four centuries have passed since European contact, and during the earlier years of this association we know that much bronze was made use of in barter with the Indians: no matter what part of the continent we visit, there is some amalgam of copper to be found in the ashbeds and burial mounds. All this is of European origin. In our collection there are many articles of sheet copper such as arrowheads, ornaments, etc., all made from sheet bronze supplied by the early traders. Amongst the Esquimos of the Mackenzie River basin, copper has been in common use from time immemorial. All the artifacts are made of pure

copper procured from the copper belt in the vast barren lands west of Hudson Bay: and though it has been alleged that the Esquimos had the knowledge of tempering copper, such is not the case; for no copper has been seen amongst those peoples harder than that produced by hammering.

In Mexico and the west coast of South America, conditions were different. Here the inhabitants were metal workers and their ornaments in gold, silver and copper were of the highest order. There is now no doubt that in those civilized centres they had arrived at the stage of manufacturing bronze. Charney has stated that they possessed the knowledge of tempering copper. Anything that he found harder than copper was an amalgam. We must remember that the rapacious crew of Latins, Gauls, Teutons and Celts who brought bronze to the American continent were looking for everything in the line of precious metals, and they early learned that by securing native copper they could soon transform it into bronze, and return it to those from whom it was pilfered at four times the price.

That the Mayas had amalgams of copper is well shown in an article by Blackinston in the American Anthropologist, in which he describes the finding of copper bells in a cave in Honduras. After describing the clear, ringing note made by the ball of copper inserted as a clapper, he states that these bells are not only surprising in their design but are especially wonderful on account of the workmanship and technique displayed. Some were cast in moulds, others built up tier upon tier of purely spun wire. The copper of which these bells are constructed contains gold in small quantities.

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## INDIAN SKULLS.

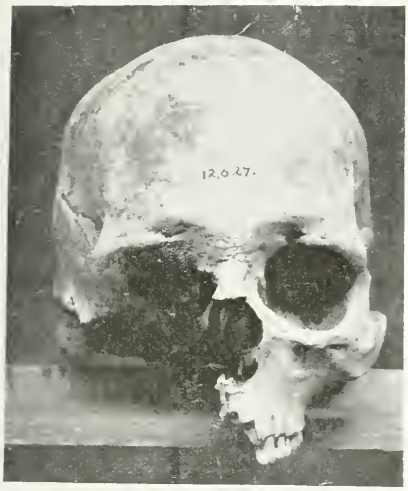
The skull of the pre-historic Indian varies very much in its conformation. While it may be somewhat smaller than the average European skull, yet that of the North American Indian particularly conforms very closely to those of the European, and in type is very little behind them. Amongst those skulls resurrected from the ancient receptacles of past ages we find almost every form of the three principal classes of cranial forms, viz., doleochocephalic, brachycephalic and mesocephalic. To illustrate the different forms we have selected skulls of known antiquity from various places all over the continent, to show, as far as possible, the great difference in the cranial formation of the American Indian. The following measurements of a Peruvian, Algonquin, British Columbian, and Huron skull were made by Dr. C. S. McVicar, of Toronto.

## SKULL MEASUREMENTS.

| Detail Measurements. C.M. | Peru. | Algonquin. | Brit. Col. | Eskimo. | Huron, |
|---|---|---|---|---|---|
| Diameter antero-posterior (glabella-occipital) ..... | 15.5 | 20. | 16. | 17.8 | 18.5 |
| Diameter antero-posterior (ophryon-occipital) ..... | 14.8 | 20. | 15.5 | 17.8 | 18.5 |
| Diameter lateral maximum ..... | 15. | 12.8 | 15. | 13. | 14. |
| Diameter bregma-opisthion ..... | 12.5 | 15.5 | 13.5 | 13.5 | 16. |
| Diameter bregma-biauricular line ..... | 12. | 13.5 | 11.5 | 12. | 12.5 |
| Diameter frontal maximum ..... | 12. | 10. | 12. | 11. | 11.5 |
| Diameter frontal minimum..... | 10. | 9. | 10. | 10. | 10. |
| Arc nasion-bregma ..... | 10. | 12. | 10. | 10. | 11. |
| Arc bregma-lambdia ..... | 9. | 13. | 12.5 | 9.5 | 11.5 |
| Arc lamba-opisthion..... | 8.5 | 9.8 | 8.8 | 10. | 10. |
| Circumference maximum..... | 49.5 | 52.5 | 50. | 51.7 | 52.5 |
| Cephalic Index..... | 97. | 64. | 94. | 74. | 75. |
| Vertical Index ..... | 80. | 77. | 84. | 76. | 87. |
| Estimated capacity in C.C. ..... | 1,250 | 1,450 | 1,120 | 1,270 | 1,360 |

PERUVIAN SKULL.

This skull amongst some others was presented to the Museum by Dr. Hrdlicka, of the Smithsonian Institute. It shows marked frontal with moderate occipital depression, as if pressure had been used in moulding the skull in the youthful days of the child. This skull was found at Pachacamac, Peru, and is quite characteristic of most of the skulls in that district.



ALGONQUIN SKULL.

This skull is a fairly typical one of the great Algonquin family. As a rule not only in the shape of their heads but in the capacity of their skulls they were very much superior to most of the other Indian races on this continent. This skull is quite characteristic of the family and was found in Northern Ontario.

British Columbia Skull.

This skull is one presented to the Museum by Mr. W. H. Jones, of British Columbia. It is quite characteristic of a large number of ancient skulls found on the Pacific coast. Like the Peruvian skull it shows evidence of frontal depression, due probably to pressure.

ESQUIMAUX SKULL.

This skull differs materially in shape from most of the others. It is more or less of rounded shape, and was presented to the Museum by the Rev. C. E. Whittaker, of Fort Macpherson. It was found on a hill about forty feet from the sea cliff, Arctic Ocean, midway between Herschel Island and the Mackenzie River, at a place called King Point on the charts. Within one-quarter of a mile of the spot Captain Roald Amundsen, of the sloop Gjoa, passed the winter of 1905-06, and buried there Lieut. Wiik, his astronomer.

HURON SKULL.

This skull was selected from a large number found in an ossuary in the Township of Vaughan. In selecting it a fairly average one was taken, and this probably represents as nearly as possible the average ancient Huron skull measurements.

Fig. A.

Fig. A is a very unusual formed Huron skull. It was taken from one of the ossuaries in the Township of Vaughan, and in its origin long antedated European occupation of that district. The photo-engravure brings out very well the sagittal suture, extending from the nasal bone, up through the frontal bone, dividing the same into two. We have one other specimen of a similar kind in the Provincial Museum, but the skull is a German one from Strasburg.

## LIST OF VILLAGE SITES IN VICTORIA COUNTY AND IN SOME ADJOINING LOCALITIES, CORRECTED TO DATE.

By Col. G. E. Laidlaw.

1. On lots 1 and 2, North Portage Road, Bexley Township, on north end of lot, owned by Laidlaw estate.
2. On lot north ½ of 23, Con. 3, Eldon Township, owned by W. J. Stanley.
3. On east side of lots 4 and 5, Con. 5, Bexley, owned by Percy Corson.
4. On lot 2, North West Bay, Bexley, owned by Sir Wm. McKenzie.
5. On lot 9, Con. 3, Bexley, owned by G. T. McKague.
6. On lot 18, Gull River Range, Bexley, D. Smith, owner.
7. On west ½ lots 5 and 6, Con. 2, Bexley, Wm. Benson, and W. J. Chirpaw, owners, respectively.
8. On Block E., Bexley, Portage Road, Laidlaw estate.
9. On lot 22, Con. 8, Eldon Township, Sam Truman, owner.
10. On lots 44 and 45, South Portage Road, Eldon, Sir Wm. McKenzie, owner.
11. On east ½ lot 29, Con. 1, and west ½ lot 29, Con. 2, Bexley, owned by Wm. Perrington and John Cory respectively.
12. On Indian Point, Bexley, J. H. Carnegie, owner. This is the first site on Indian Point.
13. On lot 2, Con. 11, Mara Township, Ontario Co., J. Newby, owner.
14. On lots 56 and 57, Front Range, Somerville Twp., owner, Geo. Rumney.
15. On lot 60, Front Range, Somerville, J. Wallace, owner.
16. On lots 19 and 20, Gull River Range, Bexley Township, Jas. Moore, owner.
17. On lot 24, Con. 2, Somerville Twp., Jos. Eade, owner.
18. On lot 25, Con. 3, Digby Twp., Wm. Reid, owner.
19. On east ½ lot 1, Con. 8, Laxton Twp., Deer Lake, a Mr. Innis is owner.
20. On Block E, Bexley, on lake shore, Laidlaw estate, owner.
21. On lot 21, Con. 9, Eldon Twp., Donald Frazer, owner.
22. On lot 17, Con. 3, Carden Twp., John Chrysler, owner.
23. On north ½ lot 12, Con. 1, Fenelon Twp., and also on south ½ same lot, owned by Neil Clark and Mrs. S. Foster, respectively.
24. On lot 23, Con. 1, Fenelon, occupied by John Truman.
25. On east part of lot 21, Con. 1, Fenelon, owner, Alex. McKenzie.
26. On west ½ lot 23, Con. 2, owned by Jamieson Bros. This site is in connection with a semi-circular earth work.
27. On broken front, lot 26, Con. 3, Fenelon, Birch Point, Dougald Sinclair, owner.
28. On west part, lot 26, Con. 4, Fenelon, James Fisk is occupant.
29. On lots 69 and 71, Front Range, Somerville, Edward Lee, owner.
30. On lots 11 and 12, Con. 8, Laxton Twp., John J. Gostlin and G. Winterburn, respective owners.
31. On lot 12, Con. 7, Laxton Twp., Newton Winterburn, owner.
32. On Indian Point, Bexley Twp., Balsam Lake. This is the second site on above Point, J. H. Carnegie, owner.
33. On lot 29, Con. 3, Fenelon Twp., John Forman, owner, east side of Long Point, Balsam Lake.
34. On lot 13, Con. 10, Eldon Twp., H. Thornbury, owner.
35. On lot 9, Con. 8, Fenelon Twp., Ball Point, Sturgeon Lake, John Cuppins, owner.
36. On east ½ lot 20, Con. 8, Eldon Twp., Donald McArthur, owner.

of relics made by the three gentlemen afore-mentioned was destroyed by fire some few years ago.

ARCHÆOLOGICAL MAP
OF
VICTORIA COUNTY
BY
COL. GEO. E. LAIDLAW.
1912
⊕ VILLAGE SITES
I.R. ETC. = FINDS.
DISTRICT OF HALIBURTON
TWP. OF DUTFERIN
HEAD LAKE
LAXTON
CARDEN
SOMERVILLE
BEXLEY
ELDON
VERULAM
FENELON
MARIPOSA
OPS
EMILY
COUNTY OF VICTORIA
COUNTY OF PETERBORO
COUNTY OF ONTARIO
STURGEON LAKE
CAMERON LAKE
GRAND ISLAND
BALSAM LAKE
SCUGOG LAKE
LINDSAY

37. On lot east ½ of 5, Con. 8, Carden Twp., Patrick Duggan, owner.
38. On lot 41, South Portage Road, Eldon Twp., owned by Sir Wm. McKenzie.
39. On lot 17, Con. 10, Eldon Twp., Wm. Thornbury, owner. This site may be a continuation of site 34, as neither place has been examined by myself as yet.

All the above sites have been more or less described in the Ontario Archæological Reports, so it is not necessary to take up space by describing them in detail. The following are new additions and will be described more in detail:

40. On north part of lot 11, Con. 2, Bexley, is either a small village site or an isolated camp, as pottery fragments, pieces of pipes and flint chips can be picked up on the crest of a small hill or tongue of land running into a swamp. Present owner, H. Southern. Place was examined in 1897 by myself in company with the then occupant W. G. Peel.
41. A short distance to the north of Mr. J. Chrysler's place, on the east side of Mud Lake, Carden Twp., existed a more modern camp site, on a place called "The Indian Clearing," now grown up with large sized trees of second growth. The Mississaugas grew corn here about the year 1840. French axes, iron tomahawks and steel knives, have been found here, also more ancient relics such as clay pipes, pottery celts, flint arrowheads. A few slate gouges, a copper knife, and a red stone pipe with a long square sectioned base with a projection on top have been found in this vicinity. Material of this pipe is probably Nottawasaga sandstone.
42. F. D. Moore, K.C., of Lindsay, Ontario, in a letter, dated April 8th, 1912, gives this description of a site on west ½, lot 2, Con. 3, Fenelon Twp., from which he obtained a number of relics presented to the Provincial Museum in 1908.

"The site is on loamy soil, and is about 200 or 300 yards south from McLaren's Creek, and one-half mile west of the bridge on the Fenelon Falls road near Cambray P. O.

"The articles picked up were pronounced by the late Dr. Boyle to be of Huron make. The site must have been occupied as such for many years, as the ground on which the huts or camps stood was so burnt and discolored that they are still easily distinguishable from the surrounding earth although the land has been cultivated continuously for years. It had ceased to be occupied by Indians long before the coming of the whites."

About 35 or 40 years ago Messrs. Dr. DeGrassi, Samuel Irwin, Inspector of Weights, Victoria County, and Dr. Chas. Foley, of Lindsay, obtained a lot of relics from this site. They also found two or three skeletons buried in a sitting position, the knees being drawn up to the chin. In each grave was a small quantity of parched (carbonized) corn. Mr. Moore has never heard of any other human bones being found near this village site, though he has found bones of all the animals common to this part of Ontario, and the vertebra of some large animal, probably moose or elk. All the deer leg bones had been split.

Mr. Moore also comments on the absence of "flints," and that the tobacco pipes are all of the usual clay make, but broken, also on the occurrence of numbers of round stones (common to all sites here), and the absence of mortars. The usual relics occur, pottery fragments perforated (canines), bear teeth, stone axes, both broken and perfect, bone artifacts, etc. The collection of relics made by the three gentlemen afore-mentioned was destroyed by fire some few years ago.

Relics occur on the farms in the neighbourhood. The late Mr. Samuel Irwin in a letter of the 26th August, 1897, stated that some of the graves on this site contained relics, and in a field close by were the remains of what he took to be pottery kilns (i.e., ashbeds). This property was occupied at that time by a Mr. John Daniels.

43. The late Mr. Isaac Knight, Public School Inspector, Lindsay, Ontario, in a letter, dated 20th January, 1900, says, that Mr. Wm. Thurston informed him that his father, Jabez Thurston, when building a house near Sturgeon Point, north shore of Sturgeon Lake, a quantity of bones were found indicating an Indian burial place, on rising ground a few yards west of the Verulam Twp. line.

I have heard from other sources that relics and graves existed here. This point is now a favourite summer place.

F. D. Moore, K.C., of Lindsay, letter of April 20th, 1912, mentions 4 or 5 supposed "ossuaries" at this place. Lot 10, Con. 10, Fenelon Twp., and also refers to flint chippings at this place.

44. Mr. John Cuppins, lot 9, Con. 8, Fenelon Twp., informed me, on the 18th April, 1902, of a large camp site on lot 6, Con. 5, Verulam Twp. Large quantities of relics, celts, bones, pottery, etc., occur here. Robert Mitchell, owner, Dunsford, P. O.

This place is also referred to, in the Lindsay *Post*, 3rd Sept., 1909, and in Ontario Archæological Report, 1902.

Jas. Dickson, D.L.S., Fenelon Falls, in letter of 19th April, 1912, verifies number of lot, also Mr. Jas. Lithgow, License Inspector, Bobcaygeon P.O., ex-reeve of Verulam, verifies this lot in letter of 25th April, 1912.

45. Mr. A. F. Hunter, of Barrie, Ontario, in a letter of 19th May, 1902, refers to a site at Cambray P. O., Fenelon Twp., where the Presbyterian Manse now is. A Mr. Wilkinson owned the place, but his son is now on it, 1902. East ½ 5, Con. 1, Fenelon—there is a graveyard here, also European relics occur.

46. On Jan. 22nd, 1900, I received information about a site on Thos. Douglas's farm, lot 10, Con. 1, Fenelon Twp., ½ mile south of site 23 at Neil Clarke's. I examined the place on 8th May, 1901, but could find no relics. Four or five years previous some arrowheads were found, and a skeleton was dug up by Mr. Douglas and Dr. Foley, of Lindsay. Mr. George Coates, of Cambray P. O., states that there is a camp site and a burial place on this lot, see Victoria *Warder*, 24th April, 1903.

Mr. George Coates in letter of April 26th, 1912, states that on this lot is a "surprise pit," i.e., one of the large natural pits sometimes found near village sites.

47. The late Dr. David Boyle, Superintendent of Provincial Museum, Toronto, in a letter of Sep. 21st, 1907, gives information of a supposed ossuary on lot 21, Con. 4, Carden Twp., close to Lower Mud Lake, owned by Mr. Joel Day. I have other information concerning relics, etc., from this particular locality.

48. Mr. A. F. Hunter, of Barrie, Ontario, in a letter of October 29th, 1907, conveys information of a site on Mr. Jas. W. Day's place, lot 1, Con. 13, Mara Twp., Ontario Co. This site is about one mile north of site on J. Newby's farm, No. 13.

49. Mr. A. F. Hunter, of Barrie, Ontario, letter of October 29th, 1907, conveys

information also of a site on a Mr. Van Vlack's place, lot 30, Con. 3, Rama Twp., Ontario Co.

(Do not confuse Rama with Mara, for they are two distinct Townships, adjoining each other).

Mr. Hunter did not examine this site or No. 48.

50. Mr. John Cuppins, on 18th April, 1902, informed me of a site existing on Mr. Strowd's lot 16, Con. 6, Fenelon Twp. Subsequent investigation shows that this might be lot 18, Con. 6, owned by Chas. Strowd.

This site is referred to in Ontario Archæological Report, 1902.

51. Mr. John Cuppins on 18th April, 1902, also informed me of a site on the adjoining farms of Hewie and Cullis, about two miles north of Cameron P. O. These lots would be probably 14 in Con. 6, Jas. Hewie owner, and 15 in Con. 6, J. Cullis, owner, Fenelon Twp. Mr. R. G. Corneil, of Lindsay, informs me in a letter of April 30th, 1912, that he has gathered relics on these two lots. Mr. Jas. Dickson, D. L. S., Fenelon Falls P. O., letter of April 19th, 1912, mentions the fact that a good many relics were found here.

52. On Mr. S. Pogue's lot, east ½ of 26, in Con. 5, Verulam Twp., about four miles north of Sturgeon Lake, when Mr. Pogue first began to plow up this place, he found lots of broken pottery, broken pipes, arrowheads, and the usual stone implements, also decaying human bones, and ashbeds or fire-places. My information is derived from F. D. Moore, K.C., of Lindsay, letter of April 16th, 1912, and letters from Jas. Dickson, D.L.S., Fenelon Falls, dated April 22nd and 30th, 1912.

53. Mr. Frank Whalen, Kirkfield P. O., informed me, on the 9th May, 1912, that on their lot, No. 6, in Con. 5, Carden Twp., on east bank of a small creek flowing into the Talbot River, on the north side, is a spot where formerly they used to plow up pipes, pottery, "skinning stones," etc., and on this place were dark patches of ground and ashbeds.

54. Mr. Wm. Fry, of Victoria Road P. O., on 23rd May, 1912, informed me that about 25 years ago, when plowing on the south end of lot 59, South Portage Road, Eldon Twp., they used to turn up quantities of pottery fragments, stone implements, etc. Amongst the relics turned up was one complete earthen basin of reddish colour. This was put to one side but eventually got broken. This site is about one mile south of the Portage Road, and is on the north side of a hill which faces east. The Grass River, flowing from the south-west, bends around this hill, and flows north-west in a winding fashion into Mitchell's Lake. There is considerable swamp and beaver meadow along this creek.

The basin mentioned above was about as large and of the same shape as a small wash basin.

55. This site is on Moses Mitchell's property, lot 54, N. P. R. (North Portage Road), Eldon Twp., and is close to the Portage Road. The site is on a small flat of land on the north side of a hill, forming somewhat of a point on south shore of Mitchell's Lake.

Several ashbeds occur. The relics obtained at various times are gouges and celts, a semilunar slate knife, and a copper epatula. Several iron hatchets have been found on the hill, but not on the site. This hill is a long narrow hill, with direction east and west, and was surrounded on all sides by swamp, beaver meadow and lake, and is practically surrounded now

by the drowned lands of the Trent Canal. The old trail probably traversed it lengthways.

On the adjoining lot, No. 55, N. P. R., to the east, formerly owned by the Fry family, on same flat and quite close to site, relics have been found. A copper crescent scraper was found on west end of hill. Mitchell's Lake is a small, shallow, swampy marl lake of about half a mile diameter. The site is close to shore and at foot of hill, and about a quarter of a mile north of the Portage Road (or old trail).

56. Mr. Wm. Fry informed me on the 3rd June, 1912, that when he owned (or his family) the north end of lot 56, North Portage Road, Eldon Twp., north of Mitchell's Lake, that they used to plow up pottery fragments, skinning stones, etc. This would probably be near the exit of Grass River from the lake, and would either be a small site or a fishing camp. This particular section is so converted into "drowned land" now by the raising of the water for use of the Trent Canal, that it has somewhat changed that portion of the topography of Eldon Township. It is pretty hard to distinguish now the old shore lines, and the course of the Grass River there. This site is distant about three-quarters of a mile to north of the Portage Road.

Of the above list of village sites revised and listed to date, I have personally examined from Nos. 1 to 33 inclusive, and also numbers 40, 46, 54, and 55. The rest have been listed, with a view of future examination, as the information came in to me. As this information came through first-class reliable channels, it was noted down as received, and lately made into this list. Besides the above list, there are several other reported sites, of which the information is too incomplete or too scant to place them on this list. If good reliable information can be obtained about these last places, or visits made to them, and if they can be considered bona fide sites, they will be added to this list.

The period during which the writer became aware of these sites, visiting them, and collecting the relics, extended from 1875 to present day—at intervals. Almost all the material gathered by him has been given to the Provincial Museum at various dates, and numbered some thousands of specimens.

Years of cultivation have almost obliterated most of these sites, and relics are now difficult to get. It may also be stated that a very large proportion of these village sites were in existence before the advent of the white man, and therefore disclose no relics showing contact with white men. There seems to be an earlier occupation of Huronian or Iroquoian influence, and a later period of Algonquian influence, reaching down to the period of the settling of the country by the whites. It has also been suggested that earlier skill there was certain Eskimo influence, traces which remained in form of stone, adze blades, horn and bone tools, etc., and the discovery of walrus tusks, but the latter may have been brought to this section for trade purposes, just as well as the semi-tropical shells which were brought up to Western Ontario and the Huron country from the south-east Atlantic coast. This evidence of Eskimo contact has been noticed in other localities, too. It may be that this locality was on the border line, between the Huron-Iroquois and the northern Algonkin spheres of activities.

## LOCALITIES WHERE RELICS HAVE BEEN FOUND, NOT NECESSARILY VILLAGE SITES.

1. John A. Torrey's, lot 15 and 16, Con. 5, Eldon: arrow heads, celts and a fine blade stone pipe of the Micmac or bottle stopper type. This place is on a hill almost surrounded by a swamp, with a creek to southwest.
2. Norman Robertson, lot 5, Con. 5, Verulam. This is immediately south of site No. 44, and may have been part of it. Some five or six skulls and some relics with them were found some years ago. Informant, Jas. Lithgow, License Inspector, Bobcaygeon P. O., letter of April 25th, 1912.
3. Jas. Lithgow, lot 9, Con. 6, Verulam: pieces of pipes, celts, and a mortar of pure white lime-stone, 16 by 24 inches, dressed inside and out (i.e., smoothed) have been found here.
4. A. Gilchrist, west ½ lot 6, Con. 8, Eldon. Relics have been found here. Amongst them several stone pipes, one of which, a white stone (Steatite) pipe with a long stem and plain bowl of rather massive proportions, is now in the Provincial Museum.

   Mr. Wm. Maxwell, in letter of April 29th, 1912, informs me that there were graves at this place, pipes and arrow heads being found.
5. Steven Ryan, east ½ of lot 8, Con. 5, Laxton, south of Head Lake—relics of the ordinary sort have been found here.
6. Bolsover P. O., Eldon. This place is in the north-west corner of Eldon Twp., on the Talbot River, and the locality furnishes many relics of various sorts, some showing contact with white man, and others of a previous time. On lot 10, North Portage Road, Eldon, in the near vicinity, arrow heads are found when the wind blows the sand about. There is a local tradition of a battle between the Huron and Iroquois. This spot would be on the trail between Lake Simcoe and Balsam Lake, when Champlain took his war party of Hurons down the Trent waters to attack the Iroquois in 1615.
7. Beaverton and locality, on the east side of Lake Simcoe, in Thorah Twp., Ontario Co. In this locality many good relics have been found, comprising gouges, axes, slate knives, arrow heads, made out of a rose-coloured quartz, and a slate (Huronian, or other mottled yellow brownish stone) turtle amulet, much like a bird amulet, also several copper relics, and relics showing contact with white men, notably a brass pipe tomahawk, with a steel bit dovetailed into the brass blade, which was engraved, and the pipe bowl engraved. This latter relic was found near Gamebridge on the Talbot River.
8. Washburn's Island is on broken lots 13 and 14, Con. D., Mariposa. This is not an island, but a point of land running into Lake Scugog from its northern shore. Mr. F. D. Moore, K.C., of Lindsay, in a letter of April 20th, 1912, states that all kinds of relics have been found here on 5 or 6 acres near the shore of the lake, especially some fine specimen of flint, spear and arrowheads, and also some human bones. This place should be examined with a view of determining whether it is a village site or not.
9. Lot 9, Con. 3, Twp. of Smith, Peterborough Co., where F. D. Moore, K.C., of Lindsay, formerly lived, furnished arrowheads, gouges, etc. See letter 16th April, 1912.
10. Bridgenorth at Chemong Lake, Twp. Smith, at the foot of a place known as the "Green Hill" on the lake shore, and vicinity, furnished the relics given by F. D. Moore to the Provincial Museum, consisting of flints, sheet

copper (brass), arrowheads, native copper arrowheads, iron arrow heads, and a silver buckle or broach. See Ontario Archæological Report, 1911; also letter April 20th, 1912.

11. Jutting into Balsam Lake from the south is Long Point of several miles in length, divided into two parts by the boundary line running east and west. The south part is in Fenelon Twp., and the north is in Bexley. Many relics of the ordinary kind come from here, including a beautiful long slender stone axe or pick, a grooved maul of limestone, ovoid in shape, and a human effigy pipe in dark grey soapstone, figure squatting.

12. G. R. B. Coates, Cambray P. O., in letter of 26th April, 1912, informs me that relics are found on his lot, No. 8, and south half of No. 9, Con. 1, Fenelon, and also in vicinity.

13. South-east corner lot 10, Con. 7, Bexley Twp., Abram Faulkner, is in a very hilly locality. On one side of the hill, facing south, near a spring, many relics and pottery fragments, also pipes, have been picked up at times for a number of years. This locality is known as the "French Settlement." This spot may be a village site and will be examined at the first opportunity.

14. R. H. Pearce, on east part of north ½ lot 2, Con. 2, Bexley Twp., on a bench land on south side of Raven Lake, more recent relics have been found, such as traders' clay pipes, etc., also flint modules and chips. The spot is about 40 rods from lake shore, which is very marshy and is of marl formation. This spot may have been occupied by later Algonkins.

15. Mr. J. G. Glass, Customs collector, Lindsay, has collected flints (arrow and spear heads), also "skinning stones" on lots:
North west ¼, 16, Con. 5, Mariposa, on South east ¼, 15, Con. 6, Mariposa, and on South ½, 15, Con. 4, Mariposa.
See letter of June 24th, 1912. This place is near Little Britain P. O.

16. On lots 5, 6, 7, 8, South Portage Road, Bexley, occupied now by Messrs. Edward and Frederick Lytle, settled by their father, some celts, etc., have been picked up, including a white soapstone pipe in form of a conventionalized animal's head, probably a moose, judging from the relatively large size of the muzzle.

Besides above places, there have been other places where relics have been picked up, either singly or in quantities in this group of townships, but of which I have very meagre details at present. There was a fine collection made near Beaverton, and taken to the west. Several large collections in Lindsay were sold to go to the States, and one was burnt. Some small local collections have been given to the Provincial Museum, but no data seems to have been kept as to where and how the relics were obtained. Whether they were grave finds, surface finds, or village site finds. I had examined the Beaverton and several of the Lindsay collections, but the owners could or would not give any data. They seemed to think that if they told where these relics came from, that they would be losing something tangible. I much deplore this secretive way of concealing knowledge, and at that time gave much publicity to what local archaeological work I was then undertaking—both by reports and newspaper articles, with the results that I became aware of a great many sites, and was presented with a large number of relics, which were placed in the Provincial Museum.

Two maps have been used in locating these sites. The first published by Mr. Tom Kains, P.L.S, and compiled by Jas. A. Patterson, C.E., in 1877.

giving the then owners of the individual lots, which has been a great help. The second map is published by the Times Printing Company, of Peterborough, 1910. This one does not give the names of owners of lots, but gives several additional Townships and lately created post offices, etc.

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## THE SNOW-SNAKE AND THE INDIAN GAME OF SNOW-SNAKING.

F. Onondaga Loft, Toronto.

In order to give the reader a clear conception of the nature of the game of snow-snaking which so interestingly engrosses the Cayuga, Onondaga and Sinaca tribes of the Six Nations, as a winter game upon the highways of the reserve, it will be necessary to preface the narrative by a description of the snow-snake and how it is made.

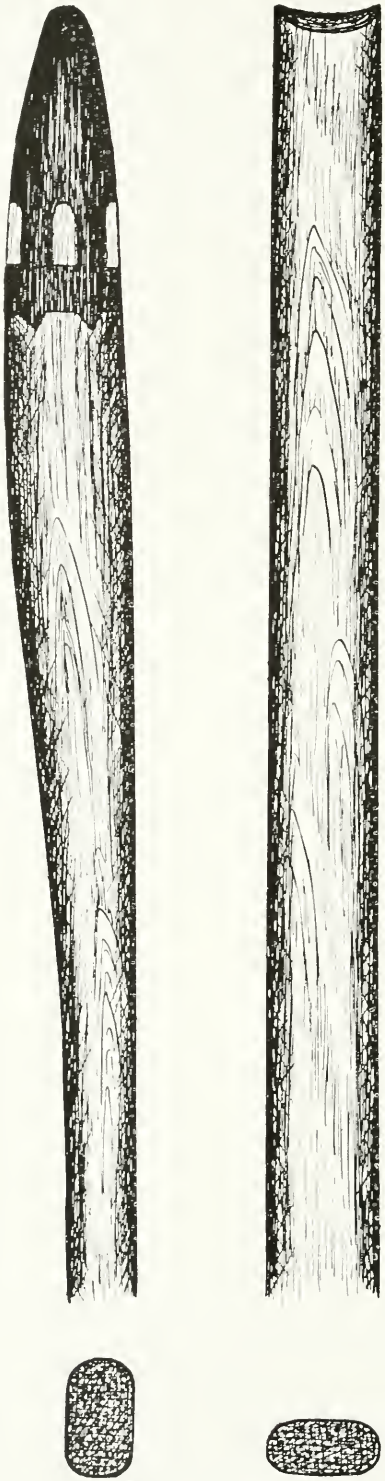
The word snow-snake is an Anglo-Saxon word descriptive of its appearance —mainly the head or point of it which is shaped exactly like the head of the reptile of that name and tapering to a thinness at the tail end of the timber. The Cayuga name for it is Ah-en-nah and the Mohawk Ah de lah wen tah. In no way do these Indian words apply as a meaning to the word snow-snake. They are as dissimilar as the snake is crooked in motion, and the snow-snake straight.

The wooden snake is hewn out and finally carved and whittled out of some of the finest timber that can be obtained, mainly the second growth of maple, hickory, or beach; or of lighter woods so long as its texture and flexibility in the finished state will stand the test of the strain it must perforce encounter at some time or other by plunging itself with great force into a stump tree or rail appearing as an obstacle in its swift course.

The snake is usually cut from ten to twelve feet long for the adults, and shorter for the younger generation. When the wood is shaved down almost to its final lines, it is placed over the stove in the house for several months so as to be thoroughly dried and seasoned before the finishing touches are applied and put in a highly polished state. One of the last things to be done is to mount the point or half the head with lead which is filed to a fine point. This process is to protect the timber from splitting or otherwise ruining the snake when coming in contact with an obstacle with great force. The weight of the lead is also an essential and a necessary adjunct in the process of manufacture to effect a complete equilibrium. The process of moulding the lead on the head is ingenious and original, pertaining to the Indian art of moulding jewelry into shape. The head of the snake is carved artistically, into which is poured the molten lead and when cooled is cut and filed to the desired shape, making a perfect and reasonably strong guard for the timber.

A snake is about three-quarters of an inch wide and half an inch in thickness on the body and tapering gradually at each end, with the head slightly elevated from the level plane. The tail end, which is taken in the fore-finger and balanced by the third and fourth finger when in the act of throwing it, is necessarily made very thin and flexible.

On a very straight and smooth course, and if the snake is successfully delivered by the force of an able-bodied man, it is possible to send it three to five hundred yards. Like everything else in sport or games it takes the expert to make a great performance, and there are many to be found in the ranks of the



Snow Snake.

exponents of this game of snow-snaking. Contestants may number twelve or more men in a party, each one pitted against the other for supremacy in the art and science of throwing them in respect of great distances.

Cold frosty days are the most desirable for a successful game as against the mild weather which tends to make the snow stick to the snake and thus retard its speed. During the progress of a game each player keeps his snake polished up to the highest possible smoothness by stroking or rubbing it from end to end with a piece of woollen cloth in which is placed a bit of melted beeswax.

I have noted in recent years that playing on the ordinary roads, which are necessarily crooked and irregular, has become undesirable to the lovers of the game. To overcome the obstacles that beset them, an ingenious device has been originated by some of them in making an improved roadway specially for the snakes.

Beside the highway a space is used for the purpose. A log with a diameter of about one and a half feet is pulled along the unpacked snow by a team of horses which makes a half-rounded course well adapted for an independent way for the snake. This idea also serves to protect pedestrians or teams from coming in possible contact with these snakes. To be pierced in the foot or leg by a snake going at its swiftest speed would mean a very serious injury. Again, it is possible that these snakes would be broken by teams or sleighs passing over them when it had come to a stand. Inasmuch as these playthings are dearly valued by the owners, they take every precaution to protect them by stationing a man here and there along the course to lift them out of the way of being trampled upon, but not a fraction of an inch must be deviated in its replacement to the former position in respect of the spot where the point rested.

Great enthusiasm and interest is manifested in the game during its progress. Usually there is a good stake wagered on the result of each throw. Apart from the outside wagers in favour of a choice, each contestant is likely to wager upon himself as well. The favoured custom, however, is for the players to pool the stake and he who throws the longest distance in any throw appropriates the pool.

The gentle womanhood of our Iroquois nation, who have been always so conspicuously identified with the social, economic, political and sporting life of the race, will be found taking a great interest in this popular winter game. I know of mothers, wives, and sisters whose enthusiasm will lead them to uncover their own selected magic—the choice of some particular wood, root, or seed of some plant—touch the snake with it as well as the arm of the favourite contestant, believing in its influence to associate success with him.

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## ABORIGINAL NET FISHING IN LONG POINT BAY.

By Clayton McCall.

Owing to the abundance of food in its sheltered waters, Inner Long Point Bay probably teemed with more fish than any other part of the Attiwandaron country, and consequently its shores afford perhaps the best evidence of aboriginal net fishing in that region. Only the north shore of the bay has been examined for relics of that pursuit, both Turkey Point and Long Point Island being as yet unexplored for the same.

At the top of the bank on the MacInnes farm there was a fishing-station, proved by a few sinkers having been found among the arrowheads and bits of

pottery on the site. The bay being at the south, Cope's Gully on the west, and a branch of the same on the north, splendid protection from enemies was afforded. Several dozen sinkers have been picked up on the beach beneath, which shows that hauls were made from it.

About a half-mile west, at Woodward's Landing, considerable numbers of sinkers have been found. As pieces of pottery are sometimes discovered among them, and as no Indian specimens are on the cliff, the camp in connection with this fishing ground was probably on a flat of land which existed there until quite recently. Escape from enemies could have been made by means of canoes.

On the Becker farm, nearly a mile above Woodward's Landing, is a site bounded by the bay and a short ravine, with remains similar to those on the first-mentioned station. Although it is likely that a fishing ground was beneath, no proof of the supposition exists.

Several other small camps were also along the shore, on the cliff, but there is nothing definite to show that they were connected with fishing. Solitary sinkers are occasionally washed on to the beach almost everywhere, but it is doubtful if they mark the location of other fishing grounds.

Shape and weight were the chief considerations in choosing the raw material for sinkers, the former requirement being the more important. Sinkers are almost invariably flat, because such required only two nicks to hold them, by means of a thong, to the hempen nets, whereas cubical ones needed three or four. An example of this "emergency" kind is shown in Figure 5, Plate ..... Of some four hundred specimens in the writer's possession, nearly all are longer than broad, but we must not infer that an oblong shape was necessary, because pebbles are usually worn so. The outline decided the position of the nicks, for, if any sinker is suspended from a cord tied through the notches, with the minor axis perpendicular, the two sections will, with but few exceptions, be seen to nicely balance each other.

As crooked sinkers are in the minority and are less artistic than symmetrical ones, the latter were perhaps the most popular and may be considered as the type. This symmetrical style can be divided into four classes as follows, the order denoting the relative proportion:

| | |
|---|---|
| Truly Elliptical | (*a*) Elongated. |
| | (*b*) More circular. |
| Approximately Elliptical | (*c*) One side curved more than the other. |
| | (*d*) Broader at one end. |

Fig. A.

Two questions now arise: Why were the sinkers balanced? and, why were the nicks made on the minor instead of the major axis? The answer to both lies in the manner of attaching them to the nets. If we imagined the sinkers to have been fastened, in any possible manner we please, with the major axis perpendicular to the border of the net, we can easily realize the awkwardness of this method; so in all probability each was firmly bound flat to the meshes at the bottom of the net

Fig. B.

with the longest edge resting on the border. Supposing this latter position to have been the one used, if the two sections of a sinker, especially of a heavy one, did not counterbalance, the tendency would have been to twist the net whenever a slight depression was reached, thus allowing fish to escape. If the nicks had been at the smaller ends, it is quite clear that this contingency would have been constantly occurring.

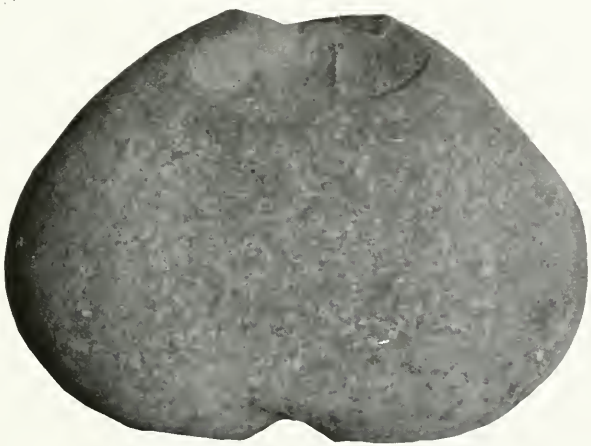


Fig. C.

In weight sinkers range from two ounces to a pound and three-quarters. All sizes being found promiscuously and the average weighing about nine ounces, it is apparent that first of all stones of that weight (being the most convenient) were chosen. The supply giving out, others were substituted as long as they were neither too heavy nor too light, and of course as correct in shape as possible.

With the exception of the nicks, no artificial work was ever put on the sinkers.

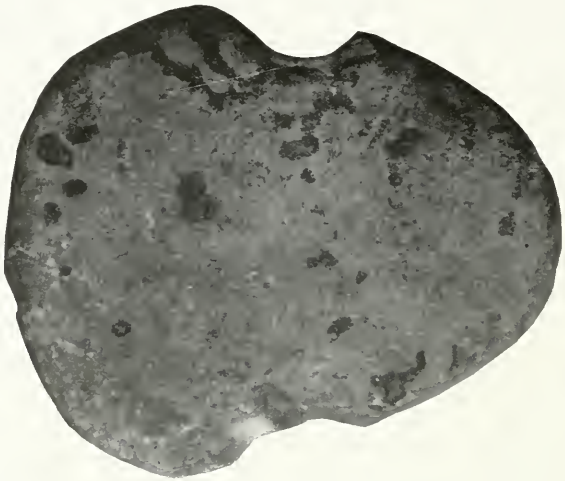


Fig. D.

Fig. E.

## INDIAN POTTERY OF PRINCE EDWARD COUNTY.

BY HELEN M. MERRILL.

Few pastimes have I found as interesting as that of collecting Indian pottery, particularly where white drifting sand-hills range in wild beauty and fascinating loneliness from West Point to Wellington, in Prince Edward County. Five miles along the graceful curves of Great Sandy Bay, fine, pure sand has for centuries been washing out of Lake Ontario. Not only has it formed the shores of the bay, but it has separated West Lake from Lake Ontario and afforded at the same time, by drifting into hills, happy play-grounds for passing races of men. The sand-

hills, or Sandbanks as they are better known, are still what they have been since the early settlement of the county, a popular pleasure resort. Latterly they have attracted many persons from different parts of America who in summer come to spend an idle day or week or month by the shore. The breezy, practically barren sand-bar affords a pleasant driveway, on one side the crystal deeps of Big Sandy Bay in Lake Ontario, on the other the cloudy, reed-fringed, shallower waters of West Lake. Near Wellington is an outlet which, changing from year to year and with the seasons, is not always easily forded. Once I ventured to cross it. My horse was a young thoroughbred. The road led precipitously into two feet of flowing

water. A long drive from Picton *via* West Point, the last four miles by the wet shore sands, probably accounted for her taking the situation coolly and causing no accident. The following summer I approached the outlet from Wellington. It was as wide as an ordinary river and as formidable. A team bound for West Point was making a détour in Lake Ontario by a ridge of sand at no point visible above the water, a route beyond my venture.

If an outline of this section of the county could be obtained as it appeared centuries ago, probably before any human being set foot on its shores, there is little doubt but that it would show West and East lakes as deep-set bays similar to South and Smith's bays on the opposite side of the peninsula. Traces of old sea

walls still exist on the inner shores of West Lake. Similar walls are probably to be found in East Lake which lies back of Little Sandy Bay in Lake Ontario, round West Point. A sand-bar again forms the line of separation between the smaller body of water (East Lake) and Lake Ontario. In this instance, however, the strip of land is thickly wooded for more than two miles with balsam, pine and spruce trees, among which winds a beautiful driveway. No wind enters here even when league-long breakers roar in from Lake Ontario, and it is delightful driving through the wood to hear the strange voice of surf, which seems to proceed from the heart of a forest so dense is the narrow belt of evergreens. At the present time

a picturesque outlet runs for a mile diagonally through the sand-bar, and the road crosses it over a substantial bridge. There are evidences still, it is said, of two outlets which at remote periods ran directly through the bar as does the one near Wellington.

While Indian relics have been found in various localities in the county, the collection of sherds, or fragments of pottery, which suggested this sketch was made at the Sandbanks. Near the shore and close by the wood at West Point where the hills begin, sheltered of late by a wind-break of willows to prevent further encroachment of sand in that vicinity, our attention was attracted a few years ago to several sherds. Appropriating them we searched in the sands, digging with small pieces of

driftwood. More were found and we returned at intervals, sometimes following a heavy wind which was likely to uncover a few good specimens which gave hints as to the location of others. To-day the store seems to be exhausted. Little more remains than traces of an ash-bed which indicates the site, possibly, of a lodge or other habitation, or of an open-air kiln.

When? and by whom? were the insistent questions as gradually the sands gave up their secret stores. It was a time of enchantment,—the sun and the wild wind, the surf on the beach, the absolute loneliness, the peculiar charm of the pervading influence of ancient days. Occasionally when resting for a moment and glancing

around a glimmer was caught of poplars along the lagoon, which heightened the effect, Indians attributing the restlessness of their leaves to their being haunted by souls of the departed.

So far as I know only sherds have been found here. Several years ago a pot was discovered in the hills remote from the shore. The nearest approach to a pot in my own collection is a rather large piece, a few handfuls of smaller ones, and several large edge pieces. The curves of the latter and the shape of the largest piece indicate a pot of no mean dimensions. On a rainy day they are as entertaining as a Chinese puzzle inasmuch as they ever resist falling into line in the shape of a pot. All through life we have our playthings. In childhood they include broken bits of modern china. When we are grown up, fragments of the red man's ancient ware are a pastime.

Although with all my hunting I have not yet found a pot, I feel quite recompensed by having secured nearly 50 decorated edge pieces, which represent as many differently ornamented pots: and there is always an *ignis fatuus* promise of a pot, such as coming across something "hard and smooth and round" in the sand, which is more or less stimulating even though it so far unfailingly has proved to be only a stone.

The pots represented by my collection of sherds were ornamented at the top, the decoration varying in depth from a half to four inches. A few have a row of short, slightly slanting creases round the edge inside, like fork prints round old-fashioned pies. Others have a crease running round in the rim. All markings presumably were made by bits of stone, bone or wood prepared for that purpose.

Of the forty odd patterns no two are alike. Many are fancifully ornamented, others slightly. Two have perforations in groups near the edge, which are obviously only ornamental, as they end in protuberances inside the pot. The minute impressions which in several instances ornament the lower portions of a pot outside, are the result, perhaps, of the clay having been moulded inside a basket for support, or of the use of malleating tools.

Beside diversity in decoration there is a marked difference in the thickness of the pottery, which varies from less than a quarter to over three-quarters of an inch, and also in color and texture, the latter owing in a measure to the fineness or coarseness of the granite or other broken stone which was always mixed with the clay. The color varies from grayish fawn to reddish.

When? and by whom? The questions are still insistent. As to the date of manufacture the Indian himself left no record better than his ware. He kept note of time presumably by his pipe and the moon. He had not, like the Buddhist, been brought up on figures. He had never dreamed of even an Asankya.

As to the potter, a history of Indian occupation of Prince Edward County and vicinity, together with a careful study of archæological material found at various points might be of avail in tracing him. For some time it has seemed to me that there should be compiled a history on Indian occupation of Ontario by a series of maps as well as by text which would cite not only notes by early explorers and missionaries, but odds and ends of data which may be gleaned from Indian traditions. Text relating to the red man is becoming less and less prominent in our histories. This is to be regretted. Indians hold too prominent a place among the makers of history in the early days of the province, for the present writers on history to afford to exclude them.

As late as 1800 Indians were numerous in and around Prince Edward County. A few years later the first surrender was made of land owned by the Missisauga.

Cross marks where pottery was found.

With the exception of the Mohawk and the Chippewa in Hastings County, the Missisauga appear to have been the only Indians then owning land in that district. Numerous surrenders of townships and parts of townships were made by them in Hastings, Addington and Frontenac counties in 1822, and several at other dates in Hastings, including four by the Chippewa in 1818. The Missisauga were a subtribe of the Chippewa, an Algonquian tribe. Big Island in the Bay of Quinté was surrendered in 1833 by the Missisauga, and *Waupoos* Island (*Wawboose,* rabbit skin) on the opposite side of the county in 1838. Near *Waupoos* Island a Missisauga reserve of 450 acres at the Rock, or Cape Vesey, a promontory 100 feet high, is said to have been surrendered in 1835. In 1856 all islands owned by them in the Bay of Quinté and at Weller's Bay also were surrendered. The Mohawk of the Bay of Quinté are of United Empire Loyalist extraction, and once owned all of Tyendenaga township, near Deseronto, under a grant from Governor Simcoe, 1793. Small lots of land have been surrendered by them.

While on the trail of the potter one would better bear in mind that by the middle of the 17th century the manufacture of pottery was on the wane and soon became a discarded art among Indians, owing to the fact that implements and utensils which they were in the habit of making were more and more plentifully supplied them by explorers, missionaries and traders.

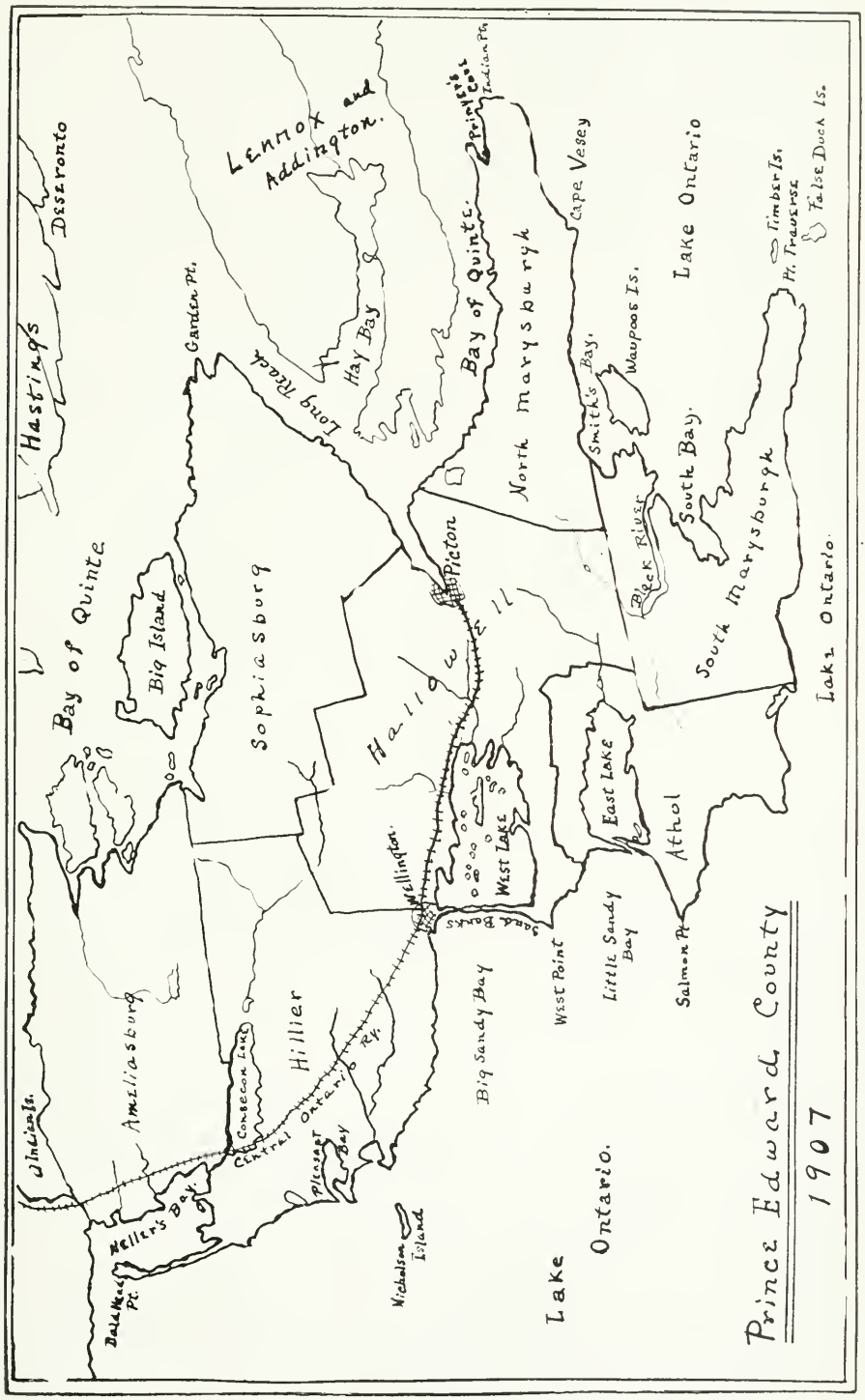
On maps and in earlier writings are records of Indian fortifications and villages in different parts of the county. The first settlement where Picton is now situated was made by Indians at the south end of the bay. To-day Picton is known to the Mohawk in Tyendenaga as *Jee-goh-day-hoon-wawdaw-day* which means "at the head of the river." The bay at Picton is narrow and river-like. Several years ago a sherd was dredged from the bed of the harbor, and an arrowhead was found at Chimney Point where the store-house and wharf of the Richelieu and Ontario Navigation Company now stand.

On a knoll in a field overlooking the Little Swamp near Picton, is an interesting ash-bed, nor is it hallowed ground on account of its ancient stores. Yearly the field is ploughed and sherds turned in and out. Quantities of ashes are still easily distinguished from the sandy loam of the field. There is clay close by. The ash-bed is not on the crest of the knoll, but down the slope. The owner of the farm, a man over 80 years old, while spading out a few specimens for me in 1903, suggested as an explanation for its position, that perhaps when Lake Ontario was at a higher level than at present, the knoll was an island—shores of islands were favourite camping grounds. Considering the topography of the county and the similarity of pottery found in different localities, this seems highly improbable.

East of the Murray Canal lies Indian Island. Local tradition recounts a fierce battle fought there many years ago between hostile tribes. Near Massassaga (Missisauga) Point are several mounds.

Above the harbor at Picton, and the marsh, is the old Indian Carrying Place, or portage, to East Lake, which even prior to three centuries ago facilitated travel between the Bay of Quinté and the northern shores and regions of the county. Hunt as one may for trace of it, in Paradise Valley alone where hills converge near Glenwood cemetery and the passage is so narrow that it would be inconvenient not to set foot on it, is one sure that he is on the trail.

At the eastern extremity of East Lake is situated the picturesque village of Cherry Valley, which derived its name from a species of cherry which until the middle of the past century grew in abundance in that part of the county, particularly on the sand hills, and was found only there. The fruit was described by


Prince Edward County
1907
Lake Ontario
Bay of Quinte
Hastings
Deseronto
Lennox and Addington.
Big Island
Garden Pt.
Long Reach
Hay Bay
Bay of Quinte
Point Ellice
Indian Pt.
North Marysburgh
Cape Vesey
Smith's Bay.
Waupoos Is.
Lake Ontario
Timber Is.
H. Traverse
False Duck Is.
Sophiasburgh
Ameliasburgh
Hallowell
Picton
Black River
South Bay.
South Marysburgh
Athol
East Lake
West Lake
Wellington.
Big Sandy Bay
West Point
Little Sandy Bay
Salmon Pt.
Lake Ontario.
Consecon Lake
Central Ontario R.R.
Picksport Bay
Nicholson Island
Weller's Bay.
Belleville
Pt.
Indian Is.

Adam Kidd, an Irish poet, who visited the Sandbanks in 1828, as growing on small shrubs. It is now extinct. Its possible origin is obvious in the light of the fact that Sulpician priests established a Mission at *Kenté*, north of Wellington, not long after the arrival of the first of that Order from France in 1657,—a clump of *cerisiers de France* was found by the first settlers in the north of Simcoe county near the site of a Jesuit Mission. The Sandbanks and East Lake were in a direct line of travel over the old route from the Bay of Quinté to *Kenté*. Indian pottery has been found at Cherry Valley and elsewhere on East Lake.

The Bay of Quinté was so called presumably after *Kenté* for the same reason that Toronto River (now the Humber) the water on which Indians inhabiting the northern districts set out in their canoes for the aboriginal village of Toronto, was so named. Similar instances are to be found elsewhere in Ontario, such as the Montreal River which flows into Lake Temiskaming, a place of embarkation remote indeed from the point of destination on the St. Lawrence. East Canada Creek and West Canada Creek, tributaries to the Mohawk River in New York State, may also be cited. The Mohawk was a convenient route to Canada in days long preceding as well as at the time of the exodus of the United Empire Loyalists.

In 1668, according to reliable authority, a number of Cayuga and other Iroquois, with a few adopted Hurons emigrated from New York to the Bay of Quinté region. It would appear from various data that one of their villages, *Kenté* (from *kénte'a*'—field, meadow—an Iroquois word of which Quinté is obviously a French spelling) was situated at Weller's Bay, a place of beautiful shores protected by curving headlands from the sweep of wide waters. On the west lies the sand-bar known as Bald Head Point which is said to be one of the sites of *Kenté*. In 1847 this point, or bluff, appears to have been an island known as *Newegeewaum* (Bald Head). It belonged at that time to the Missisauga. The name, *Kenté*, obviously originated at a former site, possibly one of the fields cleared and cultivated by Indians who sojourned in the Quinté district previously to Champlain's arrival there. Numerous sherds have been found at Bald Head, as well as whole pots, wampum, arrowheads, beads, pipes, silver crosses and many other interesting relics. Skulls have also been discovered, one with an arrowhead piercing the temple, a gruesome thing to look upon; another with a hatchet embedded in it—evidence, possibly, of intertribal disturbance.

Perhaps the manufacturer of my own collection of fragments of pottery will be found to be of the Iroquois of *Kenté*. Perhaps he was of the Missisauga or some other Algonquian tribe—the Algonkin inhabited the region of country north of the Bay of Quinté preceding the coming of the Cayugas—or, it may be, that he belonged to a still more remote period.

## OLD PENETANGUISHENE*

BY A. C. OSBORNE.

Penetanguishene, once the centre of British naval and military operations, and reminiscent of French occupation and the fur trade, is situated at the head of a beautiful bay of the same name, an inlet of the Georgian Bay, projected right into the land of the ancient Huron, of whose former domain Simcoe County now embraces the greater portion.

NOG-A-NISH.

A modern type of Missisauga Indian. Died at Byng Inlet, 1909, aged 104 years. Photo by permission of Mr. Emery, Byng Inlet.

The offspring of savage tradition—this euphonious name owes its origin to the sand dunes of the Tiny peninsula, on the western shores of the bay, which glisten like gold in the sun, and which, in the Indian tongue, are known as "Penetanguishene," signifying, when freely translated, "The Place of the White Rolling Sands." The bay, whose waters lave its banks, receives the same name, which is in turn applied to the town nestling on its shores. Penetanguishene, Hochelaga, Stadacona, with the hosts of striking aboriginal names, spread over

*From work now in press.

the Dominion of Canada and the continent of America, not only appeal to the imagination and excite a profound interest in the curiosities and limitations of the Indian dialects; they also stand as "imperishable Cenotaphs" in that grand galaxy of place-names, perpetuating the memory of long extinct nations, pointing to their pathetic history and fate. They likewise reveal the foot-prints of vanished races, innumerable as the sands upon the shore, who once roamed this vast wilderness lords of the soil. In these fantastic names savage tradition and modern enlightenment salute one another across remote centuries of time, as now discovery, development, the arts, and sciences clasp hands with each other.

This highly poetic and expressive name is claimed by local tradition to be of Abenaki origin, a dialect of the great Algonquin family which once occupied the region extending from the Atlantic Ocean to the Rocky Mountains, north of the St. Lawrence River and the great lakes, and was already here when the Huron savage appeared on the scene. The A-ben-a-ki and their dialects are now confined mainly to New Brunswick and the Maritime Coasts, and Penetanguishene, slightly modified by the exigencies of changing dialects, is one of the few names—melancholy relics, sparsely scattered here and there north of the great lakes— which remain to tell of A-ben-a-ki occupation. Strangely enough, Penetanguishene and Cataraqua (Kingston) are the only two names of the Abenaki dialect remaining in Ontario which remind us of the passing of this once powerful branch of the great Algonquin race. It is said "there are slippery places in Indian philology," which admonish us of the "uncertainty of tribal divisions and dialect derivations." Still, there are many facts in the history of these tribal changes and local tradition which furnish abundant evidence confirming the theory of this origin. Edward Jack, an authoritative writer on Indian lore, who spent his life in the forest with the Indians, especially the Abenaki, says he frequently heard words and phrases from the Abenaki language used by the Ojibways on the shores of Lake Superior. Again, some few years ago, two or three Abenaki families migrated from New Brunswick to work in the lumber regions of Muskoka, and when conversing on the subject they always claimed that this was formerly the stamping ground of the Abenaki race, and local tradition agrees in strongly supporting their claim. The present form of "Penetanguishene" is Ojibway, and like Can-da-ra-qua (Kingston), which has no less than thirty-nine variant spellings, its orthography has undergone numerous changes, though not so many. Among the variations may be noted Penetangoushene, Penetanctoshene, Penetanctshene, with an extended list still undiscovered.

Penetanguishene Bay first became known to white men when in August, 1615, that intrepid adventurer, Champlain, and his French Voyageurs landed at Outouacha Bay (now known as Colborne Bay or Northwest Basin), on the western shores of the bay, on an expedition of discovery and exploration in the Huron country after an arduous journey of over nine hundred miles from Quebec up the St. Lawrence, Ottawa and Mattawan rivers, across Lake Nipissing, down the French River and the island of the Georgian Bay, making the trip in frail canoes and over innumerable difficult and unfamiliar portages. The Penetanguishene Bay was known several years previous to the first visit of French traders to Toronto Bay, as only in 1735 was Fort Rouille, on the present site of Toronto, established. Situated near the shores of Outouacha Bay was the Huron town of Otouacha, with a population of several hundred souls, whose inhabitants hailed the advent of the strangers with joyful acclaim and dispensed savage hospitality with a liberal hand. This locality was later to attain historical notoriety as the centre of thrilling

events connected with the Huron missions of the Jesuits. Proceeding westward, calling at Carmaron and two other Huron towns on the way, Champlain arrived at Carhagouha, a Huron town with a population of about two thousand Indians, enclosed with triple palisades thirty-five feet high, situated somewhere in the vicinity of Lafontaine. Here he met the Recollet, Father Caron, who had preceded him a few days with some Frenchmen, and together the company knelt at a temporized altar and celebrated the first mass in the Huron country. Champlain, in the course of his journey, visited Touaguainchain, the nearest Huron prototype of Penetanguishene, situated near the head of the bay, then several other villages on the way. The party continued their progress, passing through a succession of native towns till they reached Cahiague and the Narrows, near Orillia. Here we leave Champlain busied with his commissariat preparatory to his second expedition against the Iroquois. Champlain's history and career are familiar to all and need not be further repeated.

Father Martin located the former site of Ihonatiria, on the banks of a small stream falling into Outouacha Bay and some distance above its shores. There is a slight difference of opinion among archæologists as to its exact location, but until the question is authoritatively decided to the contrary we must assume Father Martin's view as the correct one. At Ihonatiria the first Jesuit Mission was established by the heroic Brebeuf in 1634, and called the Mission of St. Joseph. This was the opening scene in that great wilderness drama of the Jesuit Huron Missions of seventeen years, during which struggling missions were established in many Indian towns and villages, entailing untold hardship, suffering, and death. The main Central Mission House of St. Marie I. (Old Fort), on the River Wye, near the town of Midland, was built in 1639, and the mission ten years later culminated in the bloody conflict of St. Louis and the terrible tragedy of St Ignace, in which Brebeuf and his companion perished. Then followed the building of St. Marie II., on Christian Island, to which the mission was removed, and the final dispersion took place in 1650-1. In commemoration of these thrilling events, and in honor of these devoted pioneer missionaries, the corner stone of the Memorial Church at Penetanguishene was laid in 1886, and the edifice erected, in a great measure, as a national memorial.

An interregnum of one hundred and ten years followed, during which the "land of the Huron," relegated to the wild beasts of the forests only, when the silence and desolation were broken by an occasional Iroquois hunter, was devoid of history and almost without tradition. The conqueror, the exultant Iroquois, in turn gave way to the Ojibway of the north by whom he was gradually replaced, and who ruled lords of this domain till the conquest and the advent of the British upon the scene in 1759, which changed the course of savage empire. Five years later Alexander Henry, the famous traveller and fur-trader, passed over these waters with his savage captors in 1764, on his way to Niagara and liberty when the Indian braves made a treaty of amity with Sir William Johnson.

# THE CONSERVATION OF ARCHAEOLOGICAL EVIDENCES.

HARLAN I. SMITH.

The conservation of archaeological evidences consists in preserving them all unimpaired where they may be available to the workers who use this method of reconstructing prehistoric cultures. This we would take for granted were it not that laws prohibiting the exportation of antiquities are frequently presented to legislative bodies while the destruction of archaeological evidences by untrained excavators grows apace.

The passage of laws preventing the exportation of archaeological specimens, especially from such countries as Canada and the United States, is contemptible. There may be some excuse for such laws in certain countries, as, for instance, Egypt, Greece, Italy, and Mexico, but few specimens are found in Northern America so unique or rare that many more like them may not be found through serious and careful exploration, and these would replace any which are taken out of the country.

Practically, where archaeological specimens are exported from a country by foreign archaeologists, the people of that country are benefited, for the true archaeologist seldom explores a country which is being thoroughly cared for by its own countrymen, and these countrymen are benefited in as much as the explorations are conducted at the expense of others, and they secure by means of reports and otherwise the knowledge resulting from the explorations.

For example, I have known of a great shell heap covering many acres, and in places reaching a height of nine feet, which had never been explored systematically, and from which very few specimens had been taken, except those uncovered by road builders. No attempt was made by the people of the country in which the shell heap was located even to properly preserve, label, and publish these specimens. A foreign expedition sent one of its men there to carry on work with a staff of five men, including at least three of scientific training and ability, and caused explorations to be conducted, chiefly in one spot, for a period of not less than a month, and finally published the results of the exploration, illustrating, by means of drawings and expensive reproductions of photographs, practically all the different objects found. Then objection was raised by the people of the locality who had so long neglected their opportunities. They even endeavored to get a law passed to make it illegal for foreigners to remove antiquities from their country. One man interested in science inquired if anything more could be found at the site, and seemed to feel with resentment that everything had been taken out of his country. As a matter of fact, the shell heap is so large, covering, as it does, several acres, that it is unlikely that it will ever be completely dug away. Judging from the number of specimens found in a month's work, scores of similar collections could be made from that one shell heap, and there are many hundreds of shell heaps in this same country. The excavation made by the expedition, while large in itself, was exceedingly small in proportion to the acres of heap left undisturbed.

Since this time, a period of considerably over ten years, the people of that country have made no systematic exploration of the site, or if they have, have not published their results or even communicated them to scientific men, and consequently they would have no complete knowledge of it, and no complete series of specimens from it, had not the institution of the foreign country been some-

what generous. The foreign expedition not only presented a copy of its publications, describing the place and the antiquities found therein, to every great country in the world, but sent copies to the libraries and learned societies of the country explored, in particular the government and university libraries in the vicinity of the shell heap. Moreover, casts of the specimens and duplicate specimens themselves were supplied, in exchange, to the country in which the explorations were conducted.

The surface survey of Blandford Township, Oxford County, Ontario, a township taken at random, carried on by Mr. W. J. Wintemberg, resulted in the location by this one man of twenty-six lodge and village sites, five burial places, and many surface finds. The township is less than thirteen miles long and barely nine miles wide, an area much smaller than one hundred square miles. Less than nine field working days resulted in these discoveries. This makes a find of more than three sites per day. More time or a greater number of observers would no doubt have developed even more sites and material. As there is no reason to consider this township especially favorable for prehistoric occupation, it being in the midst of Ontario, and not bordering a great lake or having a very large river, we may conclude that the other townships in the area (common to Southern Ontario, the cleared forest area, the St. Lawrence lowlands, and the Iroquoian linguistic area) would average just as productive. We may expect some to be more barren of archaeological remains, but others, those located on lakes or including special features, such as quarries or rich corn lands, to far surpass it in archaeological productiveness. It thus seems that there is ample material in this whole area for all archaeological workers and for both our own and foreign museums.

If the archaeologists of a country are conducting satisfactory explorations, foreigners will seldom come and explore in that country, but will content themselves with reading the reports, and confine their explorations to other regions which are not being properly explored. When they come to need specimens to give exposition to the public of archaeological facts regarding that country, they will send for duplicate specimens, endeavoring to obtain them by exchange or purchase. If obtained by exchange, valuable material for a similar purpose is returned, saving the expense of exploration, and with the additional economy that the duplicates of both are made useful. If they are secured by purchase, the money may be used for exploration where most needed. Casts and even illustrations, if arranged to bring out an idea, rather than to show a series of curiosities, may do more good in educating the citizens of a country, than a few unrelated, although unique, and financially valuable specimens.

People are continually digging up archaeological specimens, sometimes in the course of agricultural pursuits, sometimes where roads, railways, canals, irrigation ditches, and the like are being constructed. The knowledge regarding these specimens is seldom preserved, even in manuscript, and is soon forgotten. Conservation of archaeological knowledge would consist in the publication of these facts, and the distribution of these publications to the libraries of the interested countries of the world. By this means the facts are sure to be saved even if the manuscript should be burned, or a single published account be lost, for if one library burns, others have the publication which may be copied or reprinted.

The exploration of a site by untrained men is too often in the spirit of adventure, and the mound, village site, or what not, is destroyed by those who do not put on record their results, so that no serious or trained archaeological worker can ever explore it and give to the world the facts.

Specimens disturbed by such people, or even those collected by archaeologists, are too often carelessly kept, sometimes without even being catalogued, so that the data regarding them is sooner or later lost, and practically never available to those archaeologists who are really doing serious work. Even in museums, specimens are too often allowed to be broken by the careless handling of untrained subordinates, ruined by the ravages of insects, by violent changes of temperature and moisture, and by the damaging effects of allowing the sun to shine on such specimens as are made of shell, antler, and bone. All this is also a waste of money. The conservation of archaeological evidence would include the numbering and cataloguing of these specimens, so that the numbers should not be effaced, and so that if one catalogue were lost or destroyed, as for instance by fire, another would be available. Men should be trained as preparators, cataloguers, and caretakers, so that there should be, instead of untrained and careless people handling and caring for the specimens, a sufficient number of persons from whom may be drawn those to properly number and catalogue the specimens, as well as to see that other things are done, as, for instance, the drawing of curtains when in the course of the day the sun reaches such a position that its rays tend to destroy such objects as those made of antler and other materials which are easily damaged by the sunshine.

It may better conserve the antiquities of a country to let them lie a few years longer where they have been for many years beneath the surface of the ground than to allow them to be excavated by an inexperienced or unskilled person, or one who fails to place his material results on free public exhibition, and to carefully publish these results, where they may be available to all students. At present there is such great lack of well-trained archaeological field workers that comparatively little field work should be attempted, and funds should not be made available for exploration faster than men can be trained to wisely expend them.

It should be remembered that we of to-day often look upon the archaeological results of a generation ago as of little or no value, but regret that we have not the opportunities of that time to examine the unimpaired archaeological evidences enjoyed by the earlier workers: at the same time we clamor for conclusions to the exclusion of descriptive details. Have we to-day any greater right to expect our bare conclusions to be of value than had those others, and is it not our first duty to keep our conclusions and theories distinctly separate from the facts, and to record the facts in such a way, so that our conclusions may be checked or revised?

The conservation of archaeological material seems clearly to consist, not in passing dog-in-the-manger laws, but in preventing, so far as possible, all excavation of the archaeological sites by untrained excavators: in the now most unheard of careful cataloguing by trained clerks of specimens, in the proper care of these by specially skilled mechanics, in the publication of the results of excavation, and in differentiating clearly between our facts and our theories.

## ADDITIONS TO THE MUSEUM, 1912:

### COLLECTION OF W. F. & L. C. CLARK, PETERBOROUGH, ONTARIO:

31383—Banner Stone, Glen Morris village, North Dumfries.
31384—Banner Stone, West William Twp., Middlesex County.
31385—Banner Stone, Otter River.
31386—Fish Amulet, Lobo Twp., Middlesex County.
31387—Gorget, Glenheim Twp., Oxford County.
31388—9—Gorgets, Otto River.
31390—Gorget, Essex County.
31391—Gorget Broken, Blenheim Twp., Oxford County.
31392—Gorget Broken, South Dumfries.
31393—Slate Axe, Lobo Twp., Middlesex County.
31394—Stone Axe, Ailsa Craig, Middlesex County.
31395—Stone Axe, Cobourg.
31396—Stone Axe, Middlesex County.
31397—8—Stone Axes, North Dumfries.
31399—Stone Axe, Oneida Twp.
31400—Stone Axe, North Dumfries.
31401—Stone Axe, Ayr, Ontario.
31402—3—Stone Axes, North Dumfries.
31404—Stone Axe, South Dumfries.
31405—Stone Axe, Oneida Twp.
31406—Stone Axe, Glen Morris, North Dumfries.
31407—Stone Axe, Rice Lake, Peterborough County.
31408—Stone Axe, Oneida Twp.
31409—Stone Axe, North Dumfries.
31410—Stone Axe, from grave, Kentucky, U.S.A.
31411—Stone Axe, Maysville, Kentucky, U.S.A.
31412—Stone Axe, North Dumfries.
31413—9—Skinning Knives, Oneida, Twp.
31420—Skinning Knives, Otter River.
31421—5—Skinning Knives, North Dumfries.
31426—Worked Stone, near Guelph, Wellington County.
31427—33—Field Stones, some partly worked, used for gambling, N. Dumfries.
31434—Field Stones, some partly worked, used for gambling, Oneida Twp.
31435—Field Stones, some partly worked,, used for gambling, Cobourg.
31436—7—Field Stones, some partly worked, used for gambling, Ailsa Craig.
31438—Clay Pipe, Ohio.
31439—Clay pipe, North Dumfries.
31440—Clay pipe, North Dumfries.
31441—Clay pipe, stem, South Dumfries.
31442—54—Pieces of Clay pipe bowls and stems, North Dumfries.
31455—Stone pipe, Otter River.
31456—Stone pipe bowl, partly worked, North Dumfries.
31457—Copper Axe or chisel, Ohio.
31458—Copper spear head, near Chemong Lake, Peterborough County.
31459—Copper arrow or spear point, Sugar Island, Rice Lake.
31460—Copper implement, North Dumfries.
31461—Broken Catlinite pipe bowl, Oneida Twp.
31462—Bone skin dresser, British Columbia.
31463—4—Piece of pottery, Ohio.
31465—90—Piece of pottery, North Dumfries.
31491—501—Piece of pottery, North Dumfries.
31502—Flint mounted to show its use, North Dumfries.
31503—Arrow point mounted to show its use, North Dumfries.
31504—Flint mounted to show its use, Brant County.
31505—Flint spear head, Brantford.
31506—13—Flint and quartz arrow, spear heads, and drill, York Co., S. Carolina.
31514—23—Quartz spear and arrow heads, York County, S. Carolina.
31524—5—Quartz and jasper spear points, Talbot County, Georgia.
31526—7—Flint arrow heads, Jackson County, Ill., U.S.A.
31528—9—Flint arrow heads, Washtenaw County, Michigan.
31530—Flint knife mounted to show its use, Washtenaw Co., Michigan.
31531—3—Flint arrow heads and drill, Maysville, Kentucky.
31534—5—Quartz arrow points, Georgia.

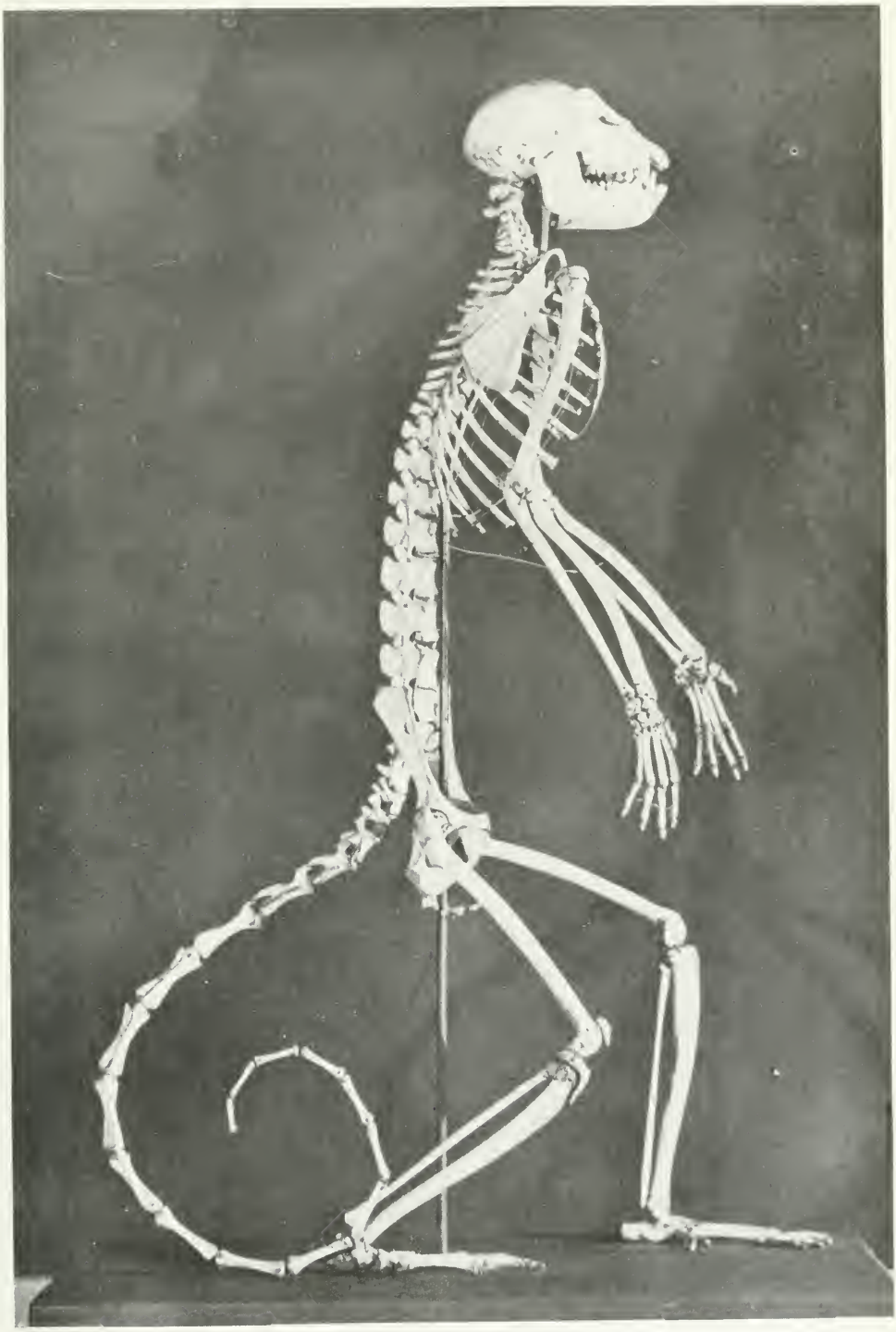
31536—7—Quartz arrow points, Virginia.
31538—White flint arrow point, Montgomery Co., Montana.
31539—Flint arrow point, Hamilton County, Ohio.
31540—Flint arrow point, Southern Illinois.
31541—3—Flint arrow points, Ailsa Craig, Ontario.
31544—5—Flint arrow points, Paris Ontario.
31546—Flint arrow point, London, Ontario.
31547—Flint arrow point, Ayr, Ontario.
31548—Flint arrow point, Otter River.
31549—Flint arrow point, West's Corners, Ontario.
31550—Flint spear point, near Brinsley, Ontario.
31551—Flint spear point, Middlesex County, Ontario.
31552—3—Flint spear arrow point, Waterloo County, Ontario.
31554—Flint arrow point, Galt, Ontario.
31555—Flint arrow point, West Williams, Ontario.
31556—61—Flint arrow points, locality not known.
31562—Flint spear point, London Twp., Middlesex County.
31563—Flint spear point, Blenheim Twp.
31564—Flint spear point, Kentucky.
31565—641—Flint spear and arrow points, North Dumfries.
31642—709—Flint spear and arrow points, Oneida Twp.
31710—Slate gorget, small, crenated ends, Oneida Twp.
31711—Shell wampum, mound, Putnam County, Ill.
31712—Stone wampum, Lanark Co., Ontario.
31713—Shell wampum, found in grave, Genesee County, N.Y.
31714—25—Flints from mounds in Oneida Valley, Haldimand Co.
31726—30—Flint arrow and spear points, Otter River, Ontario.
31731—Flint scraper.
31732—Flint arrow point, South Dumfries Twp.
31733—Flint arrow point, Brant Co.
31734—Flint arrow point, London Twp.
31735—Flint spear point, Lobo Twp.
31736—Flint scraper, Lobo Twp.
31737—48—Flint arrow points, Waterloo County.
31749—Flint spear point, Greene County, Ohio.
31750—52—Flint and quartz spear points, South Carolina.
31753—67—Flint arrow points, Waterloo County.
31768—Slate gorget, Waterloo County.
31769—Flint drill, North Dumfries.
31770—1—Flint drills, Oneida Twp.
31772—Unio shell, North Dumfries.
31773—Piece of broken slate gorget, Otter River.
31774—Unio shell, North Dumfries.
31775—7—Teeth, North Dumfries.
31778—9—Small shells, North Dumfries.
31780—Bone needle, North Dumfries.
31781—Bone awl, North Dumfries.
31782—Shell wampum, North Dumfries.
31783—Carved bone armlet, North Dumfries.
31784—Bone bead, North Dumfries.
31785—97—Bone awls, North Dumfries.
31798—8—Bone arrow points, North Dumfries.
31800—Bone head, North Dumfries.
31801—Bone pipe, North Dumfries.
31802—Animal tooth, North Dumfries.
31803—Human tooth, North Dumfries.
31804—6—Gambling bones, North Dumfries.
31807—23—Bone awls, North Dumfries.
31824—35—Bone beads, North Dumfries.
31836—43—Broken pipe stems, North Dumfries.
31844—Piece of flint drilled, North Dumfries.
31845—60—Foot bones, North Dumfries, probably gambling bones.
31861—Skull, deformed, Middlesex County.
31862—Lower jaw, Middlesex County.
31863—6—Human bones, Middlesex County.
31867—Fossil, Oneida Twp.
31868—Two pieces of bone, one animal tooth, North Dumfries.

31869—Small stone axe, Kansas City. Gift of Miss S. Pulford.
31870—2—Flint arrow points, Kansas City. Gift of Miss S. Pulford.
31873—Stone net sinker, Port Rowan, L. Erie. Gift of Clayton McCall.
31874—Stone net sinker, Port Rowan, L. Erie. Gift of Clayton McCall.
31875—Stone net sinker, Port Rowan, L. Erie. Gift of Clayton McCall.
31876—Stone net sinker, Port Rowan, L. Erie. Gift of Clayton McCall.
31877—89—Stone net sinkers, Port Rowan, L. Erie. Gift of Clayton McCall.
31890—Snow snake, Brantford Indian Reserve. Gift of F. O. Loft.
31891—Zulu shield, South Africa, Gift of Sam Herbert.
31892—Arrow head, Lot 13, Con. 6, Blenheim Twp.
31893—95—Pieces of pottery, Lot 13, Con. 6, Blenheim Twp.
31896—Wampum head made from Unio shell, N. Dumfries Twp.
31897—Flat fragment of bone, Elliot Village site, N. Dumfries Twp.
31898—Bone head, Lot 10, Con. 2, Wilmot Twp.
31899—Bead, Elliot Farm, North Dumfries Twp.
31900—Bone awl, Elliot Farm, North Dumfries Twp.
31901—Bone awl.
31902—Charred corn, Lot 10, Con. 2, Wilmot Twp.
31903—Sioux Indian war drum, captured during Reil Rebellion, near Battleford. Gift of Frank Yeigh.
31904—Decorated Buffalo skull used by the Soto Indians in their Sun Dance Ceremonies. Gift of Frank Yeigh.
31905—Leather bucket, found in the Old Fort. Gift of Frank Yeigh.
31906—Long (pestle shaped) stone, mountain near Nelson, B.C. Gift of W. J. Armstrong.

Note.—31907—31910: By exchange with the Smithsonian Institute, Washington.

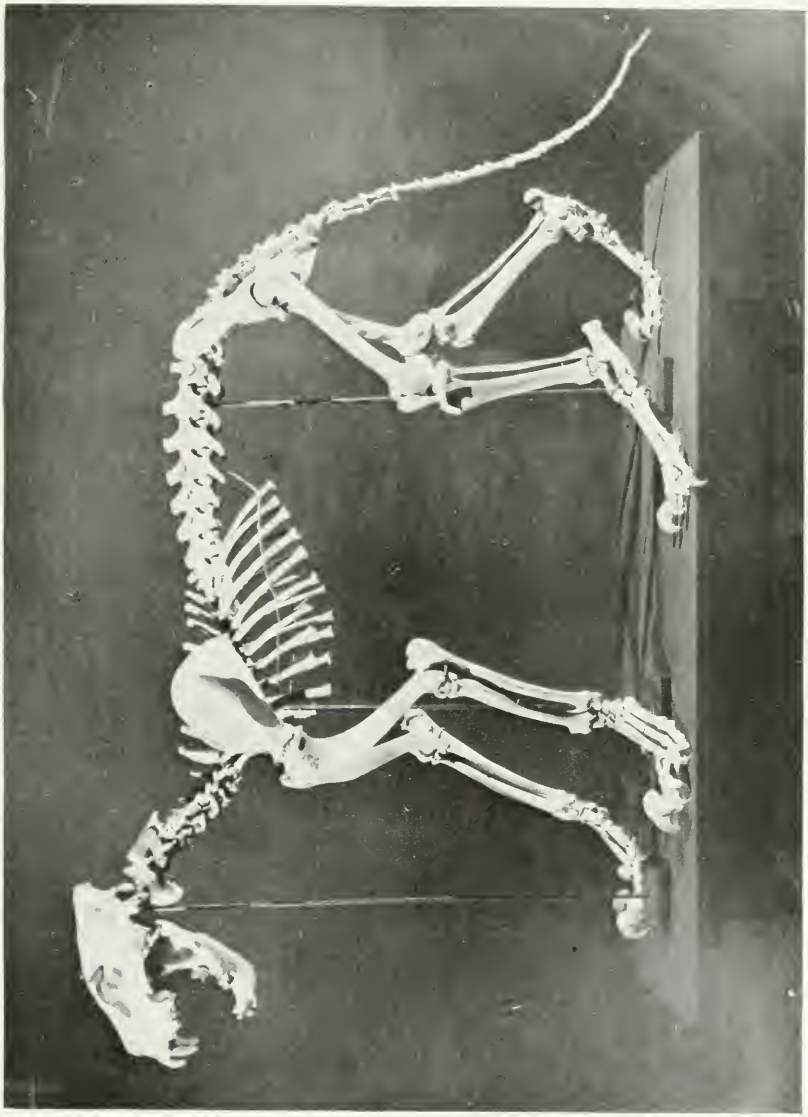
31907—Plaster bust of Jno. Grass, Teton Sioux.
31908—Plaster bust of Charlie Waghrigi, Osaga.
31909—Skull of a male Perunian showing marked frontal, with moderate occipital depression. (Pachacamac, Peru).
31910—Skull of a male Perunian showing very slight frontal and occipital depression.
31911—Buffalo skull. Gift of Jas Warren, Walkerton, Ontario.
31912—Buffalo horn. Gift of Jas Warren, Walkerton, Ontario.
31913—Antler (Mule deer). Gift of Jas. Warren, Walkerton, Ontario.
31914—Pair antlers (Prong horn antelope). Gift of Jas. Warren, Walkerton, Ontario.
31915—Rib. Gift of Jas. Warren, Walkerton, Ontario.
31916—Vertebrae (Buffalo?). Gift of Jas. Warren, Walkerton, Ontario.
31917—Gorget or breast plate (shell). Gift of Jas. Warren, Walkerton, Ontario.
31918—Ground axe. Gift of Jas. Warren, Walkerton, Ontario.
31919—Ground axe. Gift of Jas. Warren, Walkerton, Ontario.
31920—Fragment of Ground axe. Gift of Jas. Warren, Walkerton, Ontario.
31921—Stone Gouge. Gift of Jas. Warren, Walkerton, Ontario.
31922—Stone Gorget. Gift of Jas. Warren, Walkerton, Ontario.
31923—Stone Gorget. Gift of Jas. Warren, Walkerton, Ontario.
31924—Stone Gorget. Gift of Jas. Warren, Walkerton, Ontario.
31925—Water washed pebble. Gift of Jas. Warren, Walkerton, Ontario.
31926—Stone pestle. Gift of Jas. Warren, Walkerton, Ontario.
31927—Stone pestle. Gift of Jas. Warren, Walkerton, Ontario.
31928—Stone axe or adze. Gift of Jas. Warren, Walkerton, Ontario.
31929—Stone axe or adze. Gift of Jas. Warren, Walkerton, Ont.
31930—Stone axe or adze. Gift of Jas. Warren, Walkerton, Ont.
31931—Stone axe or adze. Gift of Jas. Warren, Walkerton, Ont.
31932—Stone axe or adze. Gift of Jas. Warren, Walkerton, Ont.
31933—Stone chisel. Gift of Jas. Warren, Walkerton, Ont.
31934—Stone chisel. Gift of Jas. Warren, Walkerton, Ont.
31935—Stone chisel. Gift of Jas. Warren, Walkerton, Ont.
31936—Stone pestle. Gift of Jas. Warren, Walkerton, Ont.
31937—Soap stone pipe. Gift of Jas. Warren, Walkerton, Ont.
31938—Stone pipe. Gift of Jas. Warren, Walkerton, Ont.
31939—Tomahawk Metal. Gift of Jas. Warren, Walkerton, Ont.
31940—Tomahawk Metal. Gift of Jas. Warren, Walkerton, Ont.
31941—Old metal knife bone handle. Gift of Jas. Warren, Walkerton, Ont.
31942—Old metal knife bone handle. Gift of Jas. Warren, Walkerton, Ont.
31943—Flint spear head. Gift of Jas. Warren, Walkerton, Ont.
31944—Flint spear head. Gift of Jas. Warren, Walkerton, Ontario.
31945—Flint spear head. Gift of Jas. Warren, Walkerton, Ontario.
31946—Flint arrowhead. Gift of Jas. Warren, Walkerton, Ontario.

31947—Flint arrowhead. Gift of Jas. Warren, Walkerton, Ontario.
31948—Flint arrowhead. Gift of Jas. Warren, Walkerton, Ontario.
31949—Flint arrowhead. Gift of Jas. Warren, Walkerton, Ontario.
31950—Flint arrowhead. Gift of Jas. Warren, Walkerton, Ontario.
31951—Flint arrowhead. Gift of Jas. Warren, Walkerton, Ontario.
31952—Flint arrowhead. Gift of Jas. Warren, Walkerton, Ontario.
31953—Flint arrowhead. Gift of Jas. Warren, Walkerton, Ontario.
31954—Eskimo skull, found between Herschel Island and the Mackenzie River. Gift of the Rev. C. E. Whittaker, of Fort Macpherson.
31955—32065—Chert specimens, exchange from W. C. Barnard, Seneca, Mo.
32066—Stone—Lot 12, Con. 4, West Nissouri Twp. W. G. Lee.
32067—Arrow head, Lot 12, Con. 4, West Nissouri Twp. W. G. Lee.
32068—Arrow head, Lot 12, Con. 4, West Nissouri Twp. W. G. Lee.
32069—83—Flint arrowheads, from Lake Medad. Gift of E. D. Marshall, Hamilton, Ontario.
32084—Soap stone pipe, Site 3, Lot 5, Con. 5, Bexley. Col.. G. E. Laidlaw.
32085—Arrow head, quartz, Lot 10, N.P.R., Eldon, 1912. Col. G. E. Laidlaw.
32086—Copper Hook, Block E. Bexley, Site 20, Lake Shore. Col. G. E. Laidlaw.
32087—Cache of Flints, Block E. Bexley, Site 20, Lake Shore. Col. G. E. Laidlaw.
32088—Iron Adze. Gift of William Thompson.
32089—Sword (Clayburn), near Presquille Point, Lake Ontario. Gift of H. Meade, Los Angeles.
32090—Stone net sinker, Port Rowan, Lake Erie. Clayton McCall.
32091—Stone net sinker, Port Rowan, Lake Erie. Clayton McCall.
32092—Stone net sinker, Port Rowan, Lake Erie. Clayton McCall.
32093—Pair shaps (leggings), Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32094—Pair shaps (leggings), Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32095—Pow wow sash (bone and bead), Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32096—Belt (beaded), Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32097—Pair moccasins, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32098—Sash (beaded), Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32099—Tobacco bag, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32100—Tobacco bag, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32101—Bead necklace, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32102—Shoulder strap, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32103—Shoulder strap, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32104—Arm band, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32105—Arm band, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32106—Pair women's leggings, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32107—Pair child's leggings, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32108—Beaded vest, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32109—Beaded club, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32110—Shell earrings, Cree Indian, Filehill Reserve, Sask. Procured from Jim Tickle.
32111—Moccasins (beaded), Chas. B. Hale, Clinton.
32112—Small brass kettle, Barber's Bay, Iroquois Falls. Donated by Fred. Dane.
32113—Woman's coat (Algonquin), Hudson Bay. Procured from C. G. Gladman.
32114—Hood (beaded). Procured from C. G. Gladman.

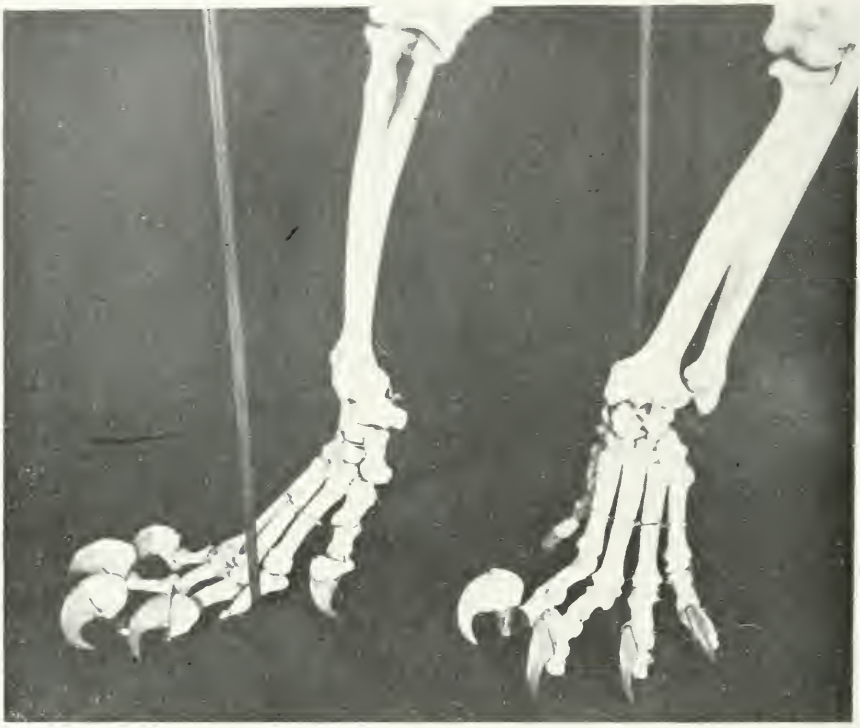


CAPUCHIN, or SAPAJOU MONKEY (*Cebus fatuellus*) J.M., Jr.
South America.

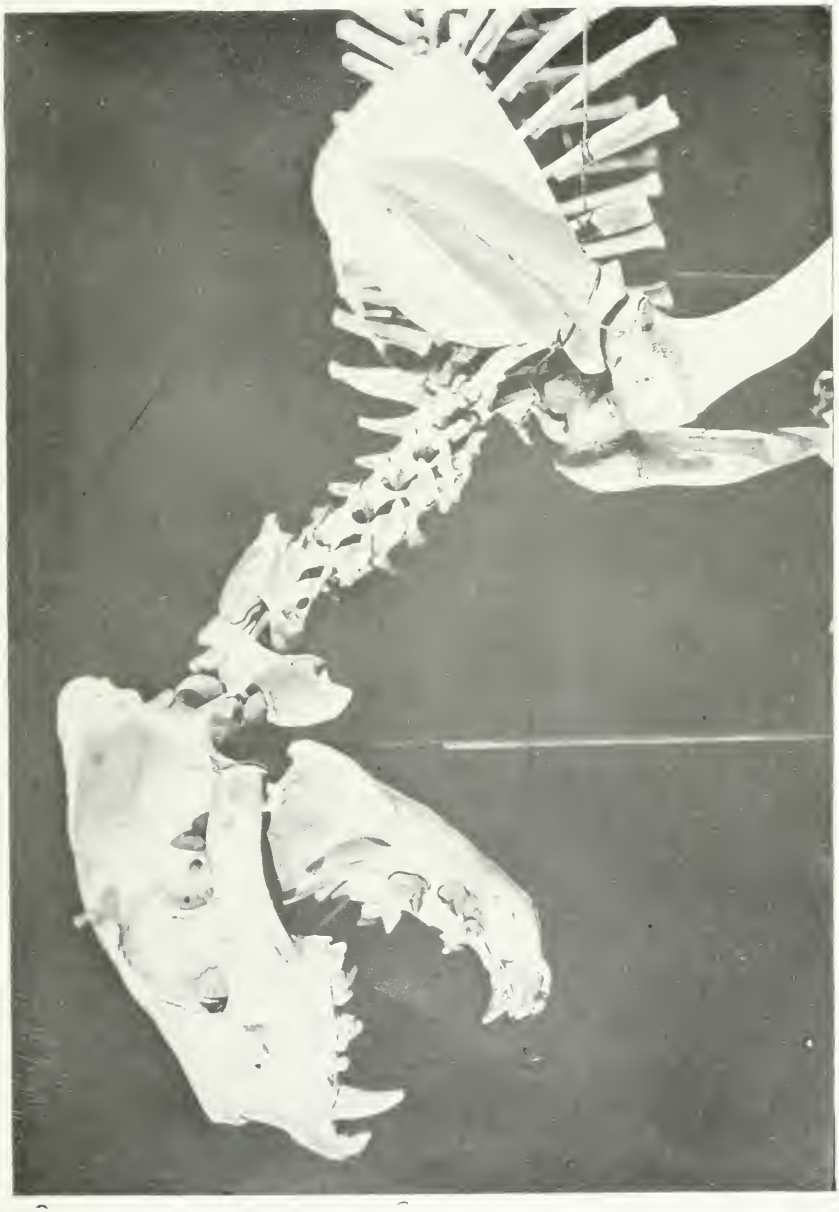
CAPUCHIN, OR SAPAJOU MONKEY J.M., Jr.
(*Cebus fatuellus*)
South America.



AFRICAN LIONESS (*Felis Leo*) (Four years old) J.M., Jr.



Carpal and Meta-Carpal bones of African Lioness. J.M., Jr.



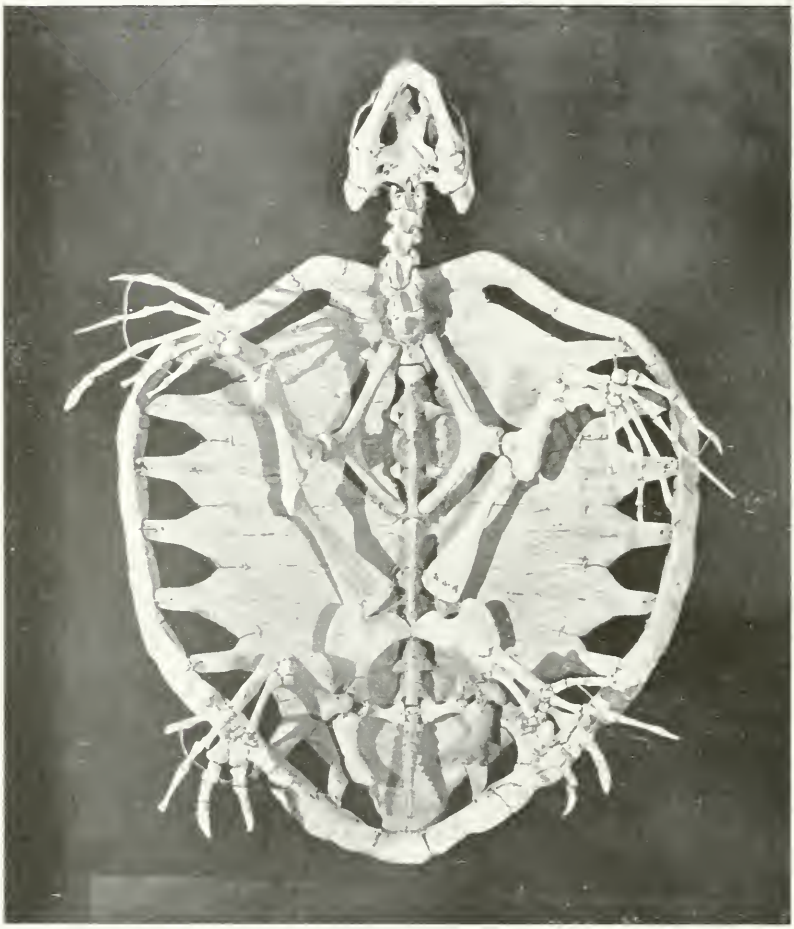
Skull and Neck-Vertebrae, and Scapular Articulation of African Lioness. J.M., Jr.

WAPITI (Young Male, one day old)
(*Cervus Canadensis*)
North America.

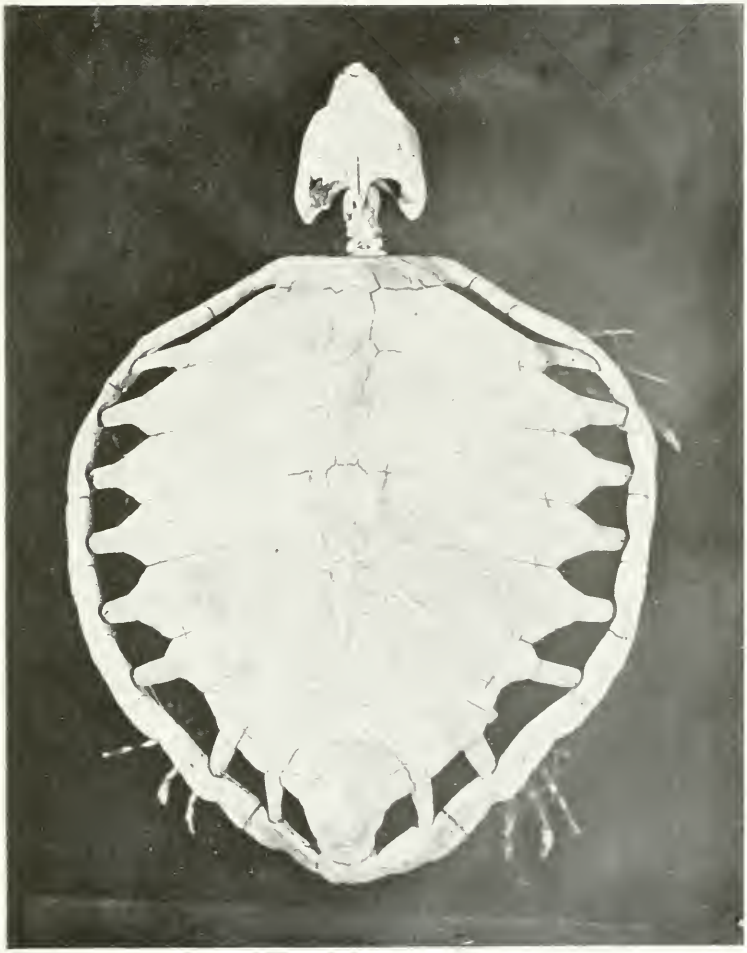
J.M., Jr.

J.M., jr.

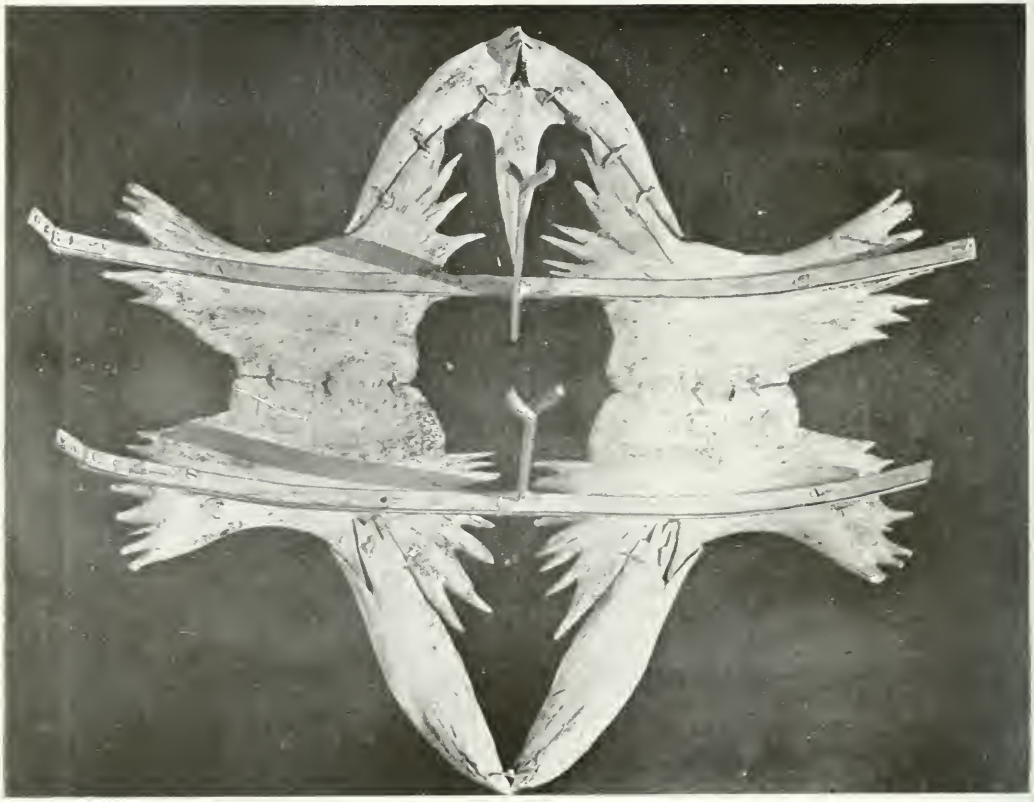
Moose (Young Male)
(*Alces Machlis*)
North America.



CARAPACE J.M., Jr.
Showing anatomy of fore and hind limbs.
(Green Turtle)
GREEN TURTLE (*Chelone Mydas*)
West Indies.



UPPER VIEW OF CARAPACE J.M., Jr.
(Green Turtle)



Interior View of Plastron
(Green Turtle)

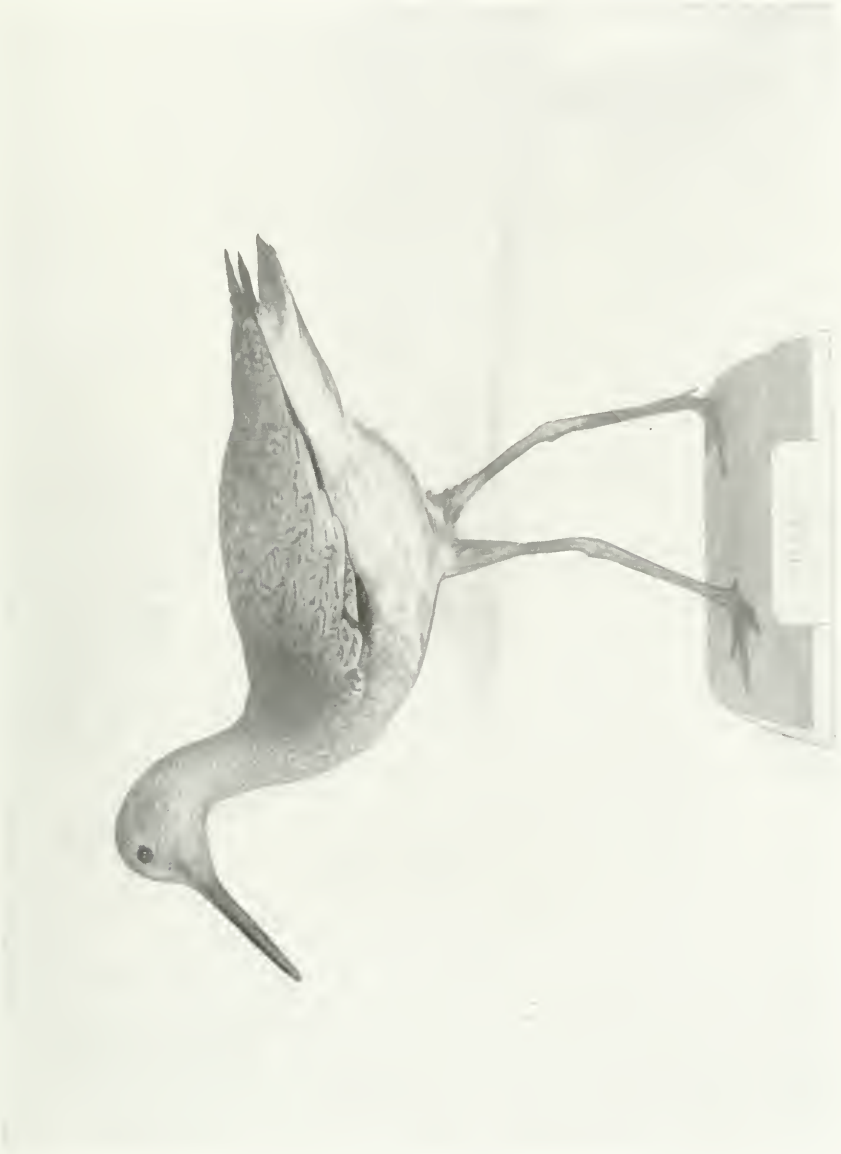
J.M., Jr

SPOONBILL SANDPIPER (*Tringa Pygmæa*) J.M., Jr

This specimen was collected at Hondo. One nest with four eggs was taken on July 15th, 1910, at Wrankle Island, west coast of Siberia, by Capt. Kleinschmidt. The young from the egg have the spoonbill developed. The male bird alone does the incubating.

MARBLED GODWIT (*Limosa Fedoa*) J.M., Jr.

North America, breeding in the interior (Missouri region and northward), migrating in winter southward to Central America and Cuba.



WILLET (*Symphemia Semipalmata*)
(Female)
Temperate North America, south to the West Indies and Brazil.

J.M., Jr.

GANNET J.M., Jr.

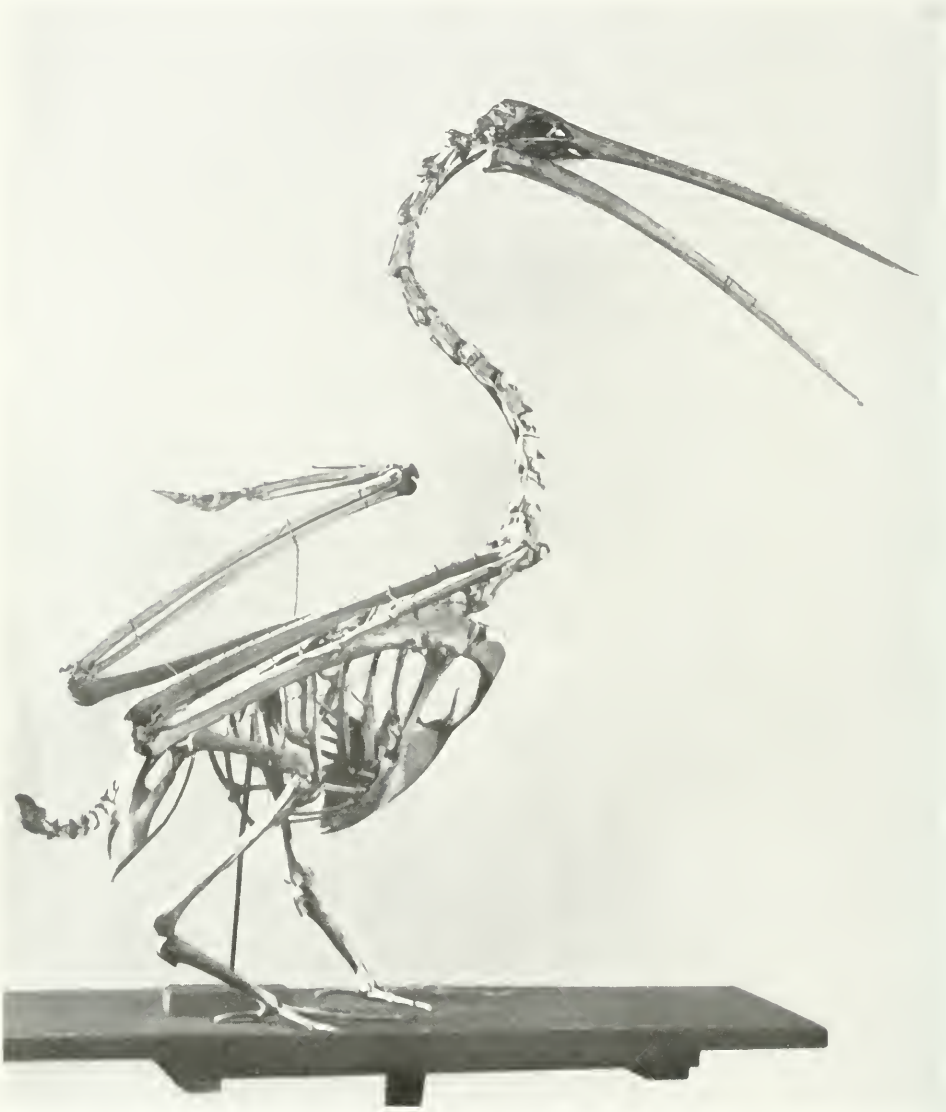
(*Sula Bassana*)

Coasts of the North Atlantic; south in winter, the Gulf of Mexico and Africa; breeds from Maine and the British Islands northwards.

American White Pelican J.M., Jr.

(*Pelecanus Erythrorohynchos*)

An accidental visitor to the Great Lakes. They breed commonly in North Manitoba and the Western Provinces.



American White Pelican (*Pelecanus Erythrorohynchos*) J.M., Jr.
An accidental visitor to the Great Lakes. They breed commonly in North Manitoba and the Western Provinces.

KING EIDER (Male) J.M., Jr.

(*Somateria Spectabilis*)

Circumpolar distribution. Breeding on the shores of the Arctic Seas; in winter south on the west coast of the Aleutian Islands in great numbers; on the east, south irregularly as far as New York.

HARLEQUIN (Male) J.M., Jr.

(*Histrionicus Histrionicus*)

Northern North America, breeding from Newfoundland, the Rocky Mountains, and the Sierra, Nevada, northward; south in winter to the middle States and California.

AMERICAN WOODCOCK (*Philohela Minor*) J. M., Jr.

(Female)

Eastern Province of North America, south to Dakota, Kansas, etc., breeding throughout this range.

AMERICAN WOODCOCK (Male) J.M., Jr.
(*Philohela Minor*)
Eastern Province of North America, south to Dakota, Kansas, etc., breeding throughout this range.

MOURNING DOVE J.M., Jr.
(*Zenaidura Macroura.*)

A common summer resident of North America from Southern Maine, Southern Canada and Oregon, south to Panama and the West Indies.

PASSENGER PIGEON
(*Ectopistes Migratorius*)
(Male)

MOURNING DOVE
(*Zenaidura Macroura*)
(Male)

J.M., Jr.

PASSENGER PIGEON J.M., Jr
(*Ectopistes Migratorius*)

Formerly a very abundant summer resident, then occurring in flocks of countless thousands, but now practically extinct.

(Adult male) (Young male)

CORY'S LEAST BITTERN J.M., Jr.
(*Botaurus Neoxenus*)

This pair of birds was taken at Toronto, Ashbridge's Bay, 1900. These are now the property of the Provincial Government.

# UNIVERSITY OF TORONTO

REPORT OF THE

# BOARD OF GOVERNORS

FOR THE

YEAR ENDING 30th JUNE

1912

PRINTED BY ORDER OF

THE LEGISLATIVE ASSEMBLY OF ONTARIO

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1912.

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TORONTO

# UNIVERSITY OF TORONTO

## REPORT OF THE

# BOARD OF GOVERNORS

FOR THE YEAR ENDING 30th JUNE 1912.

*To His Honour the Lieutenant-Governor-in-Council:—*

The Governors of the University of Toronto have the honour to submit their sixth annual report. Accompanying it is the report of the President upon the academic work of the University and its Colleges during the Session 1911-12; and the usual detailed statement of the receipts and expenditures of the Governors for the fiscal year ended 30th June, 1912, which has been duly audited as required by Statute.

During the year negotiations were concluded for the renewal, for 21 years from 1st July, 1912, of the lease of Lot No. 30 University Park, upon the same terms as were settled for the renewal of the lease of Lot No. 29 in the previous year. The ground rent secured by this renewal represents an increase of $700 per annum over the ground rent of the last 42 years.

An arrangement was also concluded with the Honourable the Minister of Public Works, whereby the lease of Lot. No. 19, held by the Estate of the late Donald Mackay, was taken over by the Department for the use of certain branches of the public service. A renewal lease of this lot was given by the Governors for the next 21 years, the lease of the adjoining Lot No. 18, fronting on College Street, being at the same time surrendered to them; and this latter property is now available for University purposes in the future.

Owing to the necessity for providing funds for capital expenditures authorised by Your Honour in Council the Governors decided to place upon the market for sale the remainder of the old Upper Canada College block, and sales aggregating nearly $150,000 were made during the year at favorable prices. Since June last a further portion has been sold for $75,000, leaving one parcel yet to be disposed of.

The Pathological building was ready for occupation during the winter, and the Departments of Pathology and Bacteriology and Pathological Chemistry are now installed in it. The removal of these departments from the Medical building

has enabled the Board to re-arrange the space available in the latter for the better accommodation of Bio-Chemistry and Physiology and the Departments in the Faculty of Medicine.

Progress continues to be made upon the building for the Royal Ontario Museum and it is expected that the present structure will be completed in time for a formal opening next summer.

The revenue for the year was $863,557. The deduction of interest on special trust funds, etc., $8,963, leaves the net revenue $854,594, as against $836,039 in 1910-11. The expenditure under the appropriations for the year for salaries and maintenance was $875,849, being in gross an excess over the expenditure of the previous year of $98,039. The interest and sinking fund charges on capital expenditures for buildings, etc., amounted to $54,131, as against $36,122 in 1910-11, an increase of $18,000. The operation of the Central Power Plant in its first year entailed an expenditure of $48,368, a sum considerably in excess of the Board's expectations, due partly to the unfinished condition of the plant, the extremely severe winter and the difficulty of obtaining satisfactory coal. This represents in actual disbursement an increase over the cost of separately heating and lighting the buildings in the previous year of about $16,000; but it must be borne in mind that the Central Plant last year supplied (in part, at any rate) the new Household Science building and the new Museum, no charge for heating which buildings appears in the accounts of the previous year, and also Victoria and Wycliffe Colleges. In the receipts of the year there is credited as received or to be received as shares of operating costs the sum of $11,737; and while Victoria's and Wycliffe's proportions are subject to adjustment and cannot, therefore, be stated exactly, the total is believed to be sufficiently accurate, and offsets the gross expenditure to that extent. The Governors believe they are justified in expressing the opinion that the expected economy in operation will be realized, to a considerable extent at least, during the present year.

There was an increase in the expenditure upon the Residences and Dining Hall of almost $12,000, which is more than met by enhanced receipts.

The item of salaries in the various Faculties and Departments shows an increase of $30,971. Of this $10,573 is for the staff in the Faculty of Education and University Schools, and is largely accounted for by the fact that in the year under review the full twelve months' salaries were paid, whereas in the previous year most of the teachers engaged for the Schools were not paid until September, or a total of ten months for the year. The remainder of the increase in the general salary list is due to the annual increment in the salaries of Professors and others of the teaching staff and to the additions to the staff which it has been found necessary to make as in former years.

Among the other items of expenditure during the year the maintenance of the Pathological building, $3,616, is entirely new; the maintenance of the building for

Household Science is a new charge for part of the year, representing $1,395; and the maintenance of the building for the Faculty of Education and the departmental expenses of that Faculty and its Schools have resulted in an increased charge of upwards of $5,000. The remainder of the total increase of the year is made up of comparatively unimportant additions to the expenses of various departments.

The deficit upon the year's transactions, amounting to $21,255, has been met from the Reserve Fund created, with the approval of Your Honour in Council, from the surplus income of former years.

All of which is respectfully submitted.

B. E. WALKER,
*Chairman.*

TORONTO, 30 November, 1912.

# PRESIDENT'S REPORT

## 1911-12

*To the Governors of the University of Toronto*:—

GENTLEMEN,—I beg to submit the following report on the academic work of the University and University College during the twelve months ended June 30th, 1912.

The total staff of the University of Toronto and University College numbered 383, of whom 51 were professors, 54 associate-professors, 71 lecturers and associates (in Medicine), and 207 demonstrators, fellows and instructors with sessional appointments. They were distributed as follows:

| | Professors. | Associate Professors. | Associates. | Lecturers. | Permanent Demonstrators. | Other Sessional Appointments. |
|---|---|---|---|---|---|---|
| University (Faculty of Arts) | 18 | 15 | ..... | 18 | .... | 72 |
| University College | 8 | 8 | ..... | 8 (2 in Univ.) | .... | 8 |
| Faculty of Medicine | 15 | 22 | 9 | 3 | 2 | 76 |
| Faculty of Applied Science | 8 | 5 | ..... | 15 (1 in Univ. Coll.) | .... | 43 |
| Faculty of Household Science | .... | 2 | ..... | 1 | .... | 5 |
| Faculty of Forestry | 1 | .... | ..... | 3 (2 in Univ.) | .... | ..... |
| | | | Chief Instructors. | Assistant Instructors. | | |
| Faculty of Education | 1 | 2 | 7 | 10 | .... | 3 |

In Victoria College there were:

| | |
|---|---|
| Professors | 13 |
| Associate Professors | 2 |
| Lecturers | 5 |
| Sessional appointments | 2 |

In Trinity College there were:

| | |
|---|---|
| Professors | 8 |
| Lecturers | 11 |
| Sessional appointments | 1 |

In St. Michael's College there were:

| | |
|---|---|
| Professors | 7 |

During the year the University has suffered severely through the death of members of the staff. In October, 1911, Dr. Charles Trow, who had been for eight years associate-professor of Ophthalmology and Otology, died very suddenly, and in November Dr. J. F. W. Ross, professor of Gynæcology, died as the result of an accident. For the previous four years Dr. Ross had been head of the department

and had thrown into it great energy, using his skill and teaching powers for its development and emphasizing the importance of gynæcology in the medical curriculum. As men these professors were held in esteem and their loss is deeply regretted by their colleagues.

I should refer to the death of Mr. A. E. Hamilton, who had served for a time on the staff of University College, but resigned on account of ill-health, to the regret of those who were associated with him.

The following gentlemen retired from active service or resigned their positions: Professor Henry Montgomery, Curator of the Museum; Dr. C. Sheard, Professor of Preventive Medicine; Dr. F. J. A. Davidson, Associate-Professor of Italian and Spanish; G. D. Robertson, Chief Instructor in Art and Commercial work in the University Schools.

I must make more than passing reference to the retirement of Professor R. Ramsay Wright, Vice-President of the University and Dean of the Faculty of Arts, who has closed his active connection with the University, which he had served with great distinction for thirty-eight years. Coming as a young man to the chair of Biology Dr. Wright with his scientific equipment and teaching ability soon aroused such an interest in that department of science, that not only was the average student interested in this subject, but many others were led to enter upon an academic career which has brought credit to themselves and to this University. In the organization of his own department and in other administrative work, in the Faculty of Arts in particular, Professor Wright showed exceptional abilities in addition to that of a teacher, and his resolve to retire from active duty was acquiesced in with universal regret.

Several of the promising younger members of the staff have severed their connection with the University, most of them to accept better positions elsewhere. From the Faculty of Applied Science this drain is especially heavy, as it is almost impossible for us to offer salaries that will compare with what can be secured in the outside practice of the professions. The rapid development of the country is rendering this condition more acute every year.

Leave of absence during the year was granted to Dr. J. F. McCurdy, who accepted the honour offered him of taking charge of the School of Archaeology in Jerusalem during the winter; Professor Bensley also spent the year in visiting laboratories and universities in Europe, and Professor Tracy, owing to the unsatisfactory state of his health and after a long period of service, was given a year's leave. Mr. Langton found it necessary to ask for relief from his duties on account of the state of his health, the last report of which, I am glad to say, is favourable. Dr. Needler was appointed substitute librarian and arrangements were made for the conduct of so much of his work in German as he was unable to overtake.

The following promotions and new appointments were made during the year:

In the Faculty of Arts, E. F. Burton, B.A., Ph.D., was promoted from a demonstratorship to an associate-professorship in Physics; T. Eakin, M.A., Ph.D., was promoted from a lectureship to an associate-professorship in Oriental Languages; J. J. Bell, B.A. (Oxon.), was appointed Lecturer in History, S. A. Cudmore, B.A., lecturer in Political Science, R. Davidson, B.A., Ph.D., special lecturer in Arabic, G. E. Jackson, B.A. (Cantab.) lecturer in Political Economy, C. A. McRae, B.A., special lecturer in Oriental Languages, J. T. Saunders, B.A. (Cantab.), lecturer in Vertebrate Palæontology, W. R. Taylor, B.A., Ph.D., special lecturer in Oriental Languages, and R. H. Williams, B.A. (Oxon.), lecturer in History.

In the Faculty of Medicine Ernest Jones, M.D., B.S. (Lond.), M.R.C.P., D.P.H., was promoted from an associateship to an associate-professorship in Psychiatry; D. A. Graham, M.B., was appointed lecturer in Bacteriology, and J. C. Watt, B.A., M.B., lecturer in Anatomy.

In the Faculty of Applied Science G. A. Guess, M.A. (Queen's), was appointed Professor of non-ferrous Metallurgy; G. R. Anderson, M.A., was promoted from a lectureship to an associate-professorship in Engineering Physics and Photography, P. Gillespie, B.A.Sc., from a lectureship to an associate-professorship in Applied Mechanics, H. W. Price, B.A.Sc., from a lectureship to an associate-professorship in Electrical Engineering; L. M. Arkley, M.Sc., (McGill), was appointed lecturer in Mechanical Engineering, R. B. Stewart, M.A., lecturer in Mining Engineering and L. B. Taylor, M.E. (Cornell), lecturer in Mechanical Engineering.

In the Faculty of Household Science Miss E. M. Eadie was appointed lecturer in Household Science.

In the Faculty of Education J. W. Cohoon, B.A., and H. V. Pickering, B.A., were appointed assistant instructors in the University Schools.

The following members of the staff delivered courses at Trinity College:

Alfred Baker, M.A., Professor of Mathematics.

J. J. Bell, M.A., Lecturer in History.

S. A. Cudmore, B.A., Lecturer in Political Science.

N. Di Pietro, Litt.D., Instructor in Italian and Spanish.

E. Goggio, B.A., Instructor in Italian.

E. J. Kylie, B.A., Associate Professor of Modern History.

M. A. Mackenzie, M.A., Associate Professor of Mathematics.

James Mavor, Ph.D., Professor of Political Economy.

T. R. Robinson, Ph.D., Lecturer in Philosophy.

J. T. Saunders, B.A., Lecturer in Vertebrate Embryology.

W. S. Wallace, B.A., Instructor in History.

R. H. Williams, B.A., Lecturer in History.

G. M. Wrong, M.A., Professor of Modern History.

The total number of students registered as being in attendance at the University in 1911-12 was 4,136, distributed as follows:

| | |
|---|---|
| Faculty of Arts | 2352 |
| Faculty of Medicine | 519 |
| Faculty of Applied Science (5 in Arts) | 798 |
| Faculty of Household Science | 134 |
| Faculty of Education | 305 |
| Faculty of Forestry (7 in Arts) | 40 |

The figures may be further analyzed as follows:

FACULTY OF ARTS.

*University of Toronto.*

| | | |
|---|---|---|
| Candidates for Ph.D. | 28 | |
| Candidates for M.A. | 87 | |
| Occasional Arts Students | 29 | |
| Dental Students | 60 | |
| In the Teachers' Course | 11 | |
| In the Summer Session | 99 | |
| Veterinary Students | 172 | |
| | | 486 |

*University College.*

| | | |
|---|---|---|
| First Year Undergraduates | 349 | |
| Second Year Undergraduates | 271 | |
| Third Year Undergraduates | 211 | |
| Fourth Year Undergraduates | 177 | |
| Occasional Students | 98 | |
| | | 1106 |

*Victoria College.*

| | | |
|---|---|---|
| First Year Undergraduates | 156 | |
| Second Year Undergraduates | 101 | |
| Third Year Undergraduates | 98 | |
| Fourth Year Undergraduates | 77 | |
| Occasional Students | 82 | |
| | | 514 |

*Trinity College.*

| | | |
|---|---|---|
| First Year Undergraduates | 53 | |
| Second Year Undergraduates | 39 | |
| Third Year Undergraduates | 28 | |
| Fourth Year Undergraduates | 27 | |
| Occasional Students | 16 | |
| | | 163 |

*St. Michael's College.*

| | | |
|---|---|---|
| First Year Undergraduates | 49 | |
| Second Year Undergraduates | 13 | |
| Third Year Undergraduates | 11 | |
| Fourth Year Undergraduates | 9 | |
| Occasional Students | 1 | |
| | | 83 |

### Faculty of Medicine.

| | | |
|---|---|---|
| First Year Undergraduates | 142 | |
| Second Year Undergraduates | 116 | |
| Third Year Undergraduates | 131 | |
| Fourth Year Undergraduates | 79 | |
| Dental Students | 49 | |
| Occasional Students | 2 | |
| | | 519 |

### Faculty of Applied Science.

| | | |
|---|---|---|
| First Year Undergraduates | 265 | |
| Second Year Undergraduates | 218 | |
| Third Year Undergraduates | 145 | |
| Fourth Year Undergraduates | 165 | |
| Arts Students | 5 | |
| | | 798 |

### Faculty of Household Science.

| | | |
|---|---|---|
| Normal Students | 24 | |
| Department of Education Students | 36 | |
| Occasionals | 74 | |
| | | 134 |

### Faculty of Education.

| | |
|---|---|
| Students registered | 305 |

### Faculty of Forestry.

| | |
|---|---|
| First Year Undergraduates | 4 |
| Second Year Undergraduates | 1 |
| Third Year Undergraduates | 12 |
| Fourth Year Undergraduates | 12 |
| Occasional Students | 4 |

### Forestry and Arts.

| | | |
|---|---|---|
| First Year Undergraduates | 2 | |
| Second Year Undergraduates | 3 | |
| Third Year Undergraduates | 1 | |
| Fifth Year Undergraduates | 1 | |
| | | 40 |

Of the 4.136 students, 3,084 were men, and 1,052 were women. The women students were distributed as follows:

| | |
|---|---|
| Candidates for Ph.D. | 2 |
| Candidates for M.A. | 12 |
| Occasional students | 21 |

| | | |
|---|---|---|
| Summer Session | 61 | |
| University College | 382 | |
| Victoria College | 166 | |
| Trinity College | 66 | |
| St. Michael's College | 8 | |
| Faculty of Medicine | 15 | |
| Faculty of Household Science | 134 | |
| Faculty of Education | 179 | |
| Teachers' Courses | 6 | |
| | | ——1052 |

The numbers examined in the different departments of the University were as follows:—

| | | |
|---|---|---|
| Ph.D. | 2 | |
| M.A. | 44 | |
| Arts: | | |
| Fourth Year | 317 | |
| Third Year | 417 | |
| Second Year | 618 | |
| First Year | 665 | |
| Senior Matriculation | 237 | |
| | | ——2254 |
| Medicine: | | |
| Fourth Year | 100 | |
| Third Year | 130 | |
| Second Year | 103 | |
| First Year | 115 | |
| | | —— 448 |
| Applied Science: | | |
| Professional Degree | 1 | |
| Fourth Year | 163 | |
| Third Year | 141 | |
| Second Year | 209 | |
| First Year | 247 | |
| | | —— 761 |
| Education | | 291 |
| Forestry | | 40 |
| Household Science | | 25 |
| Law | | 41 |
| Pedagogy | | 4 |
| Pharmacy | | 35 |
| Music | | 14 |
| Dentistry | | 127 |
| Agriculture | | 52 |
| Local Examinations in Music | | 710 |
| Veterinary Science | | 24 |

The degrees conferred were:—

| | |
|---|---|
| LL.D. | 3 |
| Ph.D. | 3 |
| M.A. | 39 |
| LL.B. | 13 |
| M.B. | 29 |
| B.A. | 264 |
| M.E. | 1 |
| B.A.Sc. | 128 |
| D.D.S. | 43 |
| B.S.A. | 44 |
| B.Sc.F. | 9 |
| Phm.B. | 34 |
| B.V.S. | 18 |
| Mus.Bac. | 1 |
| | 629 |

A series of lectures arranged with the co-operation of the University of Toronto, the City Council, the Civic Guild, the Board of Trade and the Play Grounds Association, was delivered by Mr. T. H. Mawson, Professor of Landscape Architecture in the University of Liverpool, on "Civic Art and City Planning."

Lectures were also delivered by Professor Hadamard, of the Faculty of Sciences, Paris, on "The Psychology of the Mathematician"; by Mr. F. H. Newell, Director of the United States Reclamation Service, on "Irrigation and Reclamation in the West of the United States and Canada"; by Professor Le Braz, of the University of Rennes, on "La Bretagne."

The course of Saturday Lectures, arranged as in former years by Professor Mavor, was as follows:

Professor H. C. Perrin,
"Shakespeare and Music."
Professor G. I. H. Lloyd,
"Recent Labor Disputes in England."
Dr. Edward Sapir,
"A Study of the Natives of Canada."
Professor J. C. Robertson,
"Delphi and Olympia."
Professor James Cappon.
"Modern Developments in Poetry."
Professor J. C. McLennan,
"Recent Advances in Physics."
Mr. W. S. Jackson, B.A..
"Mountaineering."

The proposal to raise the standard of matriculation, which was brought forward in my last report, has received much consideration during the year. It was referred by the Senate to the faculties of the University, and was brought to the attention of the other Universities of the Province and discussed at the High School Section of the Ontario Educational Association. Within the University there has been diversity of opinion as to the feasibility of the suggestion, but each

of the faculties reported in favour of the principle. The High School teachers by a large majority accepted a resolution approving of the scheme, but the other universities have not yet formally expressed an opinion upon it in the joint Conference on Matriculation. That there are difficulties in the way of the immediate introduction of a standard equivalent to that of entrance into the second year in Arts, and that the universities and schools will still have to consider the matter before coming to a decision, may be admitted at once. The more thorough the discussion, however, to which the proposal has been submitted during the year, the more has the conviction been strengthened that to carry it into effect very soon, will be of advantage both to the University and to the school system of the Province.

The most serious objection to the proposal arises from the fear that the raising of the standard will make it more difficult for the student from a section of the country in which there is no high school equipped for the work required, to start upon his university career. It is altogether probable that some of the smaller high schools and the continuation schools would not be able to prepare all the work for such a standard of entrance, but they could still do the work that they are doing, and a leaving certificate might be instituted which would be accepted for entrance into the higher grade of school in which the advanced work would be taught, and that leaving certificate would still qualify for certain professional or other courses in the university or its affiliated colleges. The path of the student from these smaller schools to the university would be less arduous than at present, for he would, for the year following on his first leaving examination in his home school, go to a school nearer home than the university city, where also the expense would be less, and he would have the advantage of more personal oversight at the critical period of leaving home than is possible in the large centres. If he were imperfectly prepared, he would either be held back from or better fitted for the university work, before entering upon it. Every autumn there is the same story, students with a bare minimum of attainment, or very young, pressing forward often at the instance of their parents, but against the advice of the teacher or the university, and every spring the repeated disappointment of failure on the part of the ill-equipped. It is only just for the University to lessen these risks as far as they may be due to imperfect preparation.

The introduction of the higher standard would not necessarily mean that all the subjects of the first year in Arts would be required for any one faculty, nor would there be, any more than now, uniformity of entrance into all the faculties. Working on the basis already required for matriculation, those subjects would be chosen which each faculty would regard as the best preparation for its own work. In Arts, if the pass work of the present first year were required, the ordinary degree would be obtained in three years, as now is the case in Britain, so that the actual length of the course including school would not be increased. For Medicine subjects would doubtless be set which would not only demand good attainment in general education, but such specific training as would send the student into the first year able to profit more from his course. In Applied Science the matriculation for this year has included honour mathematics. The addition of honour English and an honour modern language would obviously prepare for subsequent studies which are now on the curriculum.

The fear which has been expressed that the schools would be unable to do the work is not sustained by the resolution of the High School teachers last April, nor by the results of the June matriculation, the standard of which had been in the judgment of some placed too high. The University of Toronto, at least, seems

not to have suffered unduly, except in the Faculty of Applied Science, as regards the number of those seeking entrance in the autumn of 1912, and if the schools can send up successful candidates for the standard which was set for June, 1912, they will not find it a severe strain to prepare for Senior Matriculation.

During the year much attention was given by the Council of the Faculty of Arts to the curriculum into which certain changes were introduced, the most important being the requirement from those who wish to take honours, of work of an honour standard in two or three subjects at matriculation. This will mean on the one hand better students in honours and a higher class of work; on the other hand, a more satisfactory academic course for those who only with the greatest difficulty could keep up with their better prepared comrades. The main task now lying before the Arts Council in respect of the curriculum, is to reduce the number of subjects required in the General Course, to make the work less extensive and more intensive. The condition laid down by the Faculty as to laboratory work in the science subjects, in itself fully justifiable, has placed a heavy burden upon some departments, and complaints are repeated as to the bad effect of the large classes upon the work. This only emphasizes once more the necessity of increasing the staff in order to deal with students in smaller groups.

In the Faculty of Medicine the most important development during the year was the transference in January of the Departments of Pathology and Pathological Chemistry to the new building on the grounds of the General Hospital. The laboratories are in themselves excellent, their relation to the Hospital wards is almost unique on this continent, but the full extent of the advantage they afford will not be felt until the Hospital is finished. The close connection between the hospital and the university has during the year been cemented by the work of the new Superintendent, Dr. C. K. Clarke, who is also Dean of the Faculty of Medicine.

In this Faculty, as also in other faculties, there is a serious lack of scholarships and fellowships with which to encourage laboratory investigation and advanced work on the part of students who are willing to devote themselves, if only for a few years, to the pursuit of scientific medicine. One Fellowship, however, was instituted during the past year by Mrs. William Freeland, in memory of her father, the late Dr. James Henry Richardson, to be known as the James H. Richardson Research Fellowship in Anatomy. The fellowship is of the annual value of five hundred dollars, and is open to graduates and undergraduates who have completed the third year of the course in medicine, and the holder of the fellowship shall devote his entire time to investigation in anatomy under the direction of the Professor of Anatomy.

During the session a committee of the Faculty of Medicine looked carefully into the status of the Department of Gynæcology, and after considering the information that was received from various hospitals and medical schools in Great Britain and America, the Committee recommended to the Faculty of Medicine that the Departments of Gynæcology and Obstetrics should be united under one head. This recommendation was adopted by the Faculty and will be brought into effect at the opening of the session 1912-13. From the statistics it appears that Gynæcology exists as a distinct department in a large number of hospitals in Britain, Canada, and the United States. In Great Britain it is much more frequently associated with Obstetrics than in America. It would seem, therefore, that the recommendation of the Faculty is in line with the practice of the best medical schools of the Old Country.

In January the Faculty of Applied Science was greatly strengthened by the

establishment of a department of non-ferrous metallurgy and the appointment of Professor George A. Guess as its head. Mr. Guess is a graduate of Queen's University and has had wide practical experience in metallurgical processes in different parts of this continent. It is hoped that under Mr. Guess the University will provide students who will serve in the development of our immense mineral resources.

The Department of Photography, under Professor Anderson, has justified its extension by the large amount of work executed promptly for the different departments at a cost below the ordinary commercial rates.

I must draw attention to the report of Dean Galbraith in which he again refers to the serious condition of the old Engineering Building and the general pressure, increasing every year with the larger classes, upon the available space. Students and staff bring their complaints to him, and, if the present rate of growth should continue, there must be either an increase of staff or an increase of space. For Electrical Engineering the necessity of new space is so urgent that expansion cannot be long delayed without grave dissatisfaction arising. From Applied Mechanics, in the same building, comes the same report, and again, as often before, the Department of Applied Chemistry asks for a laboratory for industrial chemistry, as well as more accommodation for the new course in Sanitary Engineering.

The demand for more space is at present, perhaps, loudest from the departments which are housed in the Main Building, in which small rooms are made to serve several members of the staff, who, besides, need to teach groups of students in them. The number of class-rooms is insufficient, and the ventilation is only slightly improved by the devices by which the Superintendent has endeavored to relieve the situation. An extension to the main building is urgently required. Last year I referred to the pressure on the Departments of Botany and Anatomy, and it has not been lessened in the interval. To meet these requirements of space with the present income at the disposal of the University is, of course, impossible, but the healthy growth of the institution, in spite of the raising of the standards, is a sign that further means must be secured for expansion in buildings as well as in staff.

To the disappointment of Mrs. Treble and of the department, the Household Science Building was not ready for more than very partial occupation during last session, and its advantages have not yet been realized. The indications are that there will be such an increase in the number of regular students working for a degree, that the step which was taken to discontinue the Normal Course will be seen to have been altogether justifiable.

In my last report I referred to the successful operation of the University Schools during their first year. In the year which has just closed the attendance rose to 445, which taxes the present capacity of the buildings. The attendance is a proof that already they are giving satisfaction to parents, and further evidence of their character is afforded by the large number of candidates who were successful in the Junior Matriculation of 1912. Again, the most urgent request at present is for a gymnasium and a playing field, the arrangements which have been made for physical exercise being only a makeshift.

At the opening of each session those responsible for the work of the Faculty of Education are compelled to consider the difficulty that the students of this Faculty have in securing proper boarding accommodation within the city. A very large proportion of these students come from homes outside of Toronto and are to be in the city for only one year. A residence for the women students of this Faculty would, I feel confident, supply a most valuable addition to the Faculty of Education, not only in providing a comfortable home for these students, but in further-

ing the social life in a way that is greatly needed by those who are as teachers to influence the youth of this Province.

Dr. Needler's report on the Library shows that there has been a steady increase in the use of the library by the students, but that the work on the subject catalogue, which is essential if the library is to be used to the best advantage, has proceeded very slowly. Unfortunately the amount of money placed at the disposal of the Library Committee for the purchase of books is far short of what is necessary if the departments are to be kept abreast of the progress of knowledge, especially in the sciences, the most recent results of which are to be found in the many journals devoted to their interests.

The delay in the completion of the building for the Museum has occasioned great inconvenience to the Director of the Archæological Museum during the past winter. Mr. Currelly has prepared much of his material for exhibition and has had cases constructed for its display. When the Museum is opened the public will be surprised to discover the richness and variety of the archæological material of which the Museum is in possession. Arrangements have been made for the transference of the Geological and Mineralogical Museum to the new building before the opening of the ensuing session.

The athletic activities of the University were greatly furthered by the new field, on which a series of very successful football matches was played and other games conducted, the accommodation afforded by the stands proving highly satisfactory. Again I must commend the spirit which pervades this department of our university life.

The success of the Dining Hall under the management of Miss Ryley has continued, as may be judged from the fact that an increased number of meals was served throughout the year, and as far as I have heard to the complete satisfaction of the students who use the Hall regularly.

The conversion of No. 85 St. George Street into a Residence for Junior members of the staff has afforded a comfortable home at reasonable rates, and has met a want in the academic life of the University.

The new house added to Queen's Hall has proved to be commodious, and the two buildings were well filled throughout the year.

In my last report I submitted a comparison of the University of Toronto with a number of the leading American Universities, chiefly State institutions, in respect of attendance and expenditure. From these statistics it was evident that none of the large universities is carrying on its work on such a small income as the University of Toronto, and that the cost per capita of the students is lower in Toronto than in any of these Universities. In pursuance of the subject I herewith submit figures taken from the most recent reports issued by the English Board of Education relative to several of the newer English Universities.

In order to make comparison I have found it necessary to count only the matriculated students in attendance on classes in the University of Toronto, omitting several hundreds who are getting occasional instruction, and the full time students of the English Universities, omitting evening or partial students. The comparison thus is not made on absolutely identical bases, but I think that it is approximately correct.

TABLE I.

| University. | Full Time Students. | Expenditure exclusive of capital charges on buildings. | Cost per Student (approximately). |
|---|---|---|---|
| Birmingham | 865 | £64,062 | £74 = $359 |
| Bristol | 535 | 36,002 | 67 = 325 |
| Leeds | 660 | 53,267 | 80 = 389 |
| Liverpool | 919 | 72,604 | 79 = 384 |
| Manchester (including Municipal School of Technology) | 1,642 | 122,523 | 75 = 364 |
| Sheffield | 354 | 42,905 | 121 = 588 |
| University College, London | 907 | 56,120 | 62 = 300 |
| Toronto | 3,320 | $754,580 (Exclusive of capital charges, dining hall, residences and proportion of University schools). | 227 |

If $75,000 be added to represent the additional cost of collegiate Arts work in Victoria and Trinity, the total cost of educating the Toronto undergraduate would be about $250.

Attention should be called to the difference between this per capita rate and that given in my past report. In estimating that rate only Summer Session students were excluded, and in addition to the capital charges, the expenditure on extension work was omitted in order that the comparison with the American Universities might be made as accurate as possible. An absolute charge per student can not be given. Such a comparison is of value only where the factors taken into account are as alike as possible.

The same general result is arrived at as in the case of the American Universities submitted last year. The relative total expenditure is much smaller and the cost of the education of the full time student is also less in Toronto than in the English Provincial universities.

TABLE II.

| University. | Grants from local authorities. | Percentage of revenue from fees. | Percentage of expenditnre on salaries. |
|---|---|---|---|
| Birmingham | £10,550 = $51,270 | 31 | 57 |
| Bristol | 6,100 = 29,650 | 25 | 57 |
| Leeds | 16,460 = 80,000 | 23 | 62 |
| Liverpool | 11,800 = 57,350 | 28 | 59 |
| *Manchester | 26,000 = 126,500 | 27 | 53 |
| Sheffield | 12,100 = 58,800 | 22 | 63 |
| University College, London | | 45 | 66 |
| Toronto | | 29 (Exclusive of University schools, residence and dining hall). | 58 |

*This includes the maintenance of the Municipal School of Technology, which serves as a Faculty of Applied Science in the University.

The foregoing table affords an interesting comparison. As a source of revenue the fees in Toronto yield in nearly the same proportion of the total income as in these English Universities, so that it is doubtful whether in the future they can be increased to afford a substantial addition to the revenue. At present the scale of fees in Medicine is about the same in Toronto as in the Universities under consideration; in Applied Science the differences are not great; but in Arts and the pure sciences the advantage is in favour of the Toronto student. The most striking similarity, however, occurs in the percentages of the expenditure upon the salaries of the staff, from which it is a fair inference that there is not an undue outlay upon our maintenance and equipment, to the injury of the personal side, which is, of course, the most important part of the University. These figures, however, say nothing as to whether the absolute amount devoted to salaries is sufficient, or in other words as to whether we are under or over-staffed.

A serious difference on the other hand between these Universities and Toronto is found in the item of over $54,000, which was a first charge on our last year's revenue to meet the interest on capital spent in the erection of buildings. In Britain, as in the United States, the buildings are provided for from special endowment or State grants, whereas in Toronto the new buildings are to be paid for during the next forty years out of current revenue. This annual first charge is a heavy drain on the ordinary university maintenance for which the income is at present insufficient.

The buildings in these newer universities are as a rule substantial and the laboratories well-equipped, but they are larger than most of ours, fewer in number and occupy much smaller sites. On this continent the general policy of universities has been to secure as spacious grounds as possible, and to separate the laboratories in different buildings of smaller size and less expensive structure. It can hardly be doubted that the larger spaces with distributed buildings are an advantage to the life of the university and of the city.

Attention must be drawn to the column of grants from local authorities or municipalities. The local university has become a source of pride to these large and enlightened cities, world-famous for their civic spirit, economy of administration and effective results. The citizens of Brimingham, Manchester, Leeds, Liverpool, Sheffield believe that in their universities they have a splendid municipal asset, and they translate their belief into practical help. They have realized that industrial supremacy is based upon education. They have learned, late it may be but soundly, that Britain's trade rivals can only be met by thoroughly trained intelligence; that the happiness of a people is greatly contingent upon health and the educated mind; and that in schools of arts, medicine, and science men and women are prepared in the best way to hold their own in an age when intelligence is a power that it never was before.

The City of Toronto may reasonably be expected to follow such good examples and show by a substantial annual grant its appreciation of what the university contributes to its life. It is true that the Province supports this university, but Toronto reaps advantages from the University much greater than any other section of the province, and the support which it gives in the way of freedom from taxation is far more than met by the money annually spent in the city by the University and its students, the use of its grounds by the public, and the indirect returns that cannot be translated into money revenue.

All of which is respectfully submitted,

R. A. Falconer,
*President.*

October 10th, 1912.

## APPENDIX A.

(1) Report of the Principal of University College.
(2) Report of the Dean of the Faculty of Medicine.
(3) Report of the Dean of the Faculty of Applied Science.
(4) Report of the Dean of the Faculty of Forestry.
(5) Report of the Dean of the Faculty of Education.
(6) Report of the Acting Librarian.
(7) Reports from Biological Stations.
(8) Statement regarding the Biological Museum.
(9) Statement regarding the Geological Museum.
(10) Statement regarding the Mineralogical Museum.
(11) Report on University Extension Work.
(12) Report of the Physical Director.
(13) Report of the Superintent of the Dining Hall.

### (1) Report of the Principal of University College. (Professor Hutton.)

The year has been uneventful and, therefore, perhaps, under our present circumstances, satisfactory.

We have been unable to fill Mr. Tackaberry's place, and the Latin classes are still badly congested. The Professor of Latin spends the greater part of the day and night in conducting Latin Prose Lectures or in reading the exercises thereof; a remedy must be found in a new appointment before next session.

The only other subject presenting serious difficulties is German. The country still sends up large numbers of students without German, who on entrance find that the courses they prefer require German. The University School comes to the rescue with classes in elementary German, and the benefit thence derived is considerable, but a better remedy would be found in a more general study of German in the High Schools. Such a change might involve the entrance of pupils into the High Schools at an earlier age. This is on other grounds, besides the question of German, essential to the true efficiency of the High Schools in the matter of language training, and the sooner the entrance requirements are altered to admit of this early training in languages, the better for the schools and the university.

The ventilation problem continues, and in a hard and long winter like the present becomes acute. Rooms such as 27 and 33, to name only two out of a large number, are often quite unfit for use, and yet are in demand for want of other space.

The College has suffered the loss by death of another of its instructors. Mr. A. E. Hamilton of the Department of French was buried on March 28th. He was emphatically a student and scholar. He possessed even—that rare gift in this country—hereditary culture, and thereby was doubly qualified to distinguish himself and his department, had his health been good. Withal he was a conscientious and blameless spirit.

### (2) Report of the Dean of the Faculty of Medicine. (Dr. C. K. Clarke.)

The work of this session has not differed in many respects from that of previous years, although as the five years' course develops new problems have to be faced.

As might be supposed, the best methods of working out a satisfactory timetable for the different years have not yet been arrived at, and at times there has been some confusion.

Nearly all the teachers are agreed that with the opening of the new Hospital will come an opportunity to greatly increase the quality of the instruction, and the tendency to substitute practice for excess of theory is illustrated by the endeavour to do away with much of the purely didactic teaching, particularly in the final years. No doubt the chief aim of a Provincial University will always be to equip its students to go out into the world to practise medicine. That aim has been lived up to pretty faithfully in the University of Toronto, but the time has now come to make further strides, and we must strive to do more for the science of medicine.

With the development of a splendid Pathological Department, with its multitude of laboratories, a modern hospital with every facility for research, surely we must look forward to an era when the original investigator will have his chance. Possibly the University is not in a position to do this for us; if so, we must urge the large hearted men in our midst to loosen their purse strings, and make possible what is so much needed.

Without in any way desiring to criticize the younger men in our Faculty, or, for that matter, some of the older members of the staff, it is not going too far to say that we cannot expect physicians, who have their daily bread to earn, as well as their university work to carry on, to devote much time to research. What is required is a staff of brilliant young investigators who will be paid salaries large enough to enable them to carry on research work without interruptions caused by the necessity of doing practice to "keep the pot boiling." The Chair of Medicine in particular should be so amply endowed that the occupant might devote the greater part of his time to university work such as teaching and the direction of investigation by the workers referred to.

It is hoped that the new General Hospital will be ready for occupation by the first of October, 1912, or, at the latest, in the early part of the session. The Out-Patient Department will furnish the student opportunity for practical work, never before possible in Toronto, and its organization will be such, that excellent results are looked for.

During the session Professor J. F. W. Ross and Professor Charles Trow died. Professor Ross was one of the most prominent members of the Faculty, and his loss will be felt for some time to come, as his experience, ability, energy, and enthusiasm made him an important factor in the affairs of the University.

Professor Trow, in his department, was regarded as an admirable teacher and safe adviser. His death is greatly regretted by his many warm friends in the Faculty.

### (3) Extract from the Report of the Dean of the Faculty of Applied Science. (Dr. Galbraith.)

The following list gives the attendance per session since 1906:

| | |
|---|---|
| 1906-7 | 621 |
| 1907-8 | 720 |
| 1908-9 | 754 |
| 1909-10 | 725 |
| 1910-11 | 770 |
| 1911-12 | 793 |

A reasonable estimate for 1912-13 is 810.

The pressure on the available space is growing stronger every year and both staff and students are beginning to complain. The members of the staff should be instructed to prepare their new space requirements for the use of the architect. The possible extensions of buildings are the following:

1. The west front of the Thermodynamics building.

2. The northern extension of the west wing of the Chemistry and Mining building for chemical laboratories, etc.

3. The construction of an east wing for Metallurgy (ferrous and non-ferrous) and Ceramics.

4. The construction of a new building to replace the Engineering building, which is now overcrowded.

5. There will apparently be no opportunity next session of utiliznig for other purposes the museum room in the east end of the Chemistry and Mining building. When the collection is removed another floor should be constructed. About 7,000 or 8,000 square feet of floor space would then be rendered available. The proper distribution of all new building space should be discussed by the members of the staff interested. As this will take time and probably occupy a good part of next session a beginning should be made as soon as possible.

Another question which might profitably be submitted to the teaching staff is that of arranging a time-table which will allow of lectures and laboratory work being carried on both morning and afternoon as against the present practice of lectures in the morning and practical work in the afternoon. If this can be successfully accomplished it would solve to some extent the problem of space requirements. On the other hand it would probably require an increase in the teaching staff.

The question of simplifying the curriculum is one which probably may better be deferred until after next session, as by that time we shall have had practical experience in each of the years of the new four years' course. The only exception which might properly be taken to this delay is in the department of Mining Engineering in which the four years of the new course have already been substantially covered. This course certainly needs revision and change.

(4) Report of the Dean of the Faculty of Forestry. (Dr. B. E. Fernow.)

At the beginning of the session the number of students registered was 47. During the session, for various reasons, 7 students withdrew, leaving at the end of the session 40, a slightly smaller number than the previous year.

The first large class graduated this year, and it is gratifying to note that of the 12 entering for the degree, five secured the degree with honours (80 per cent. and more); three had their degree deferred; the rest secured second class honours (over 60 per cent.).

The falling off in numbers entering during the last two years may be accounted for by the raising of the standard of entrance. This is, however, not to be regretted, since employment for a large number of graduates would, as yet, not be easily found. Meanwhile, all the graduates, even those who did not quite fulfill the conditions for graduation, have found ready, permanent and lucrative employment elsewhere, namely eleven with the Federal Forestry Branch, and one with the Canadian Pacific Railroad Company. The majority of the other students have found summer employment with the same employers, and a few are engaged with the Commission of Conservation on a survey of the Trent watershed in Ontario.

As in former years, the members of the fourth year class spent their Christmas

vacation in lumber camps for the purpose of studying logging operations. Thanks are due to the Companies for the courtesy of opening their camps for such studies.

The need of employers, especially the Forestry Branch, of securing men for early spring work has necessitated the closing of the session by the first of May. As a consequence, the usual spring camp practice had to be abandoned or transferred to the fall. The students entering the fourth year will in future go to camp for practice work for the first four weeks at the beginning of the session. This arrangement has some advantage in that the season is more stable and better suited for field work; at the same time it curtails the academic session disadvantageously.

A permanent camp under the control of the Faculty, properly equipped to carry on instruction, is one of the greatest needs for making this Faculty efficient. At present we are dependent upon the courtesy of lumber companies for the use of their camps, and such accommodation is not easily found, nor of the most satisfactory character.

Accommodations in the temporary building provided for joint use of this Faculty and the Department of Botany, are also unsatisfactory; especially laboratory space which must be shared with Botany classes is entirely inadequate. Altogether, after the first quinquennium of its existence, it cannot be said that the Faculty has reached a permanent form.

In this connection I desire to express my gratification at the spirit which actuates the student body and which finds active expression in the meetings of the Foresters' Club, where useful discussion on technical subjects and exhibitions of practical woods work develop a spirit of co-operation.

During the winter two short lecture courses were given in addition to the regular curriculum, namely one in First Aid by Dr. Watts of the St. John Ambulance Association, and one on Diseases of Trees by Dr. H. von Schrenk, the noted plant pathologist. A number of addresses by members of the Forestry Branch at Ottawa also contributed to widening the horizon of the students.

(5) Report of the Dean of the Faculty of Education. (Dr. Pakenham.)

I am enclosing herewith statistical information indicating under appropriate headings the number and the character of the enrollment in the Faculty of Education during the present year, and dealing in a general way with the results of the recent final examinations.

These statistics show an increase over last year of forty-three in the total enrollment in the different courses. The increase over last year in the number taking the examinations is fifty-four. There has been also a slight proportionate increase in the number of graduates and in the number of male students enrolled. This increased enrollment, operating in conjunction with certain changes in the distribution of the practice-teaching lessons, has made necessary the use for practice-teaching purposes (under the agreement at present existing between the University and the Board of Education of the City of Toronto) of a number of rooms in the Jarvis Street Collegiate Institute.

During the present year the following members of the staff of the Faculty of Education and The University Schools have resigned to engage in work elsewhere: Mr. G. D. Robertson, B.A., Mr. J. W. Cohoon, B.A., and Mr. H. V. Pickering, M.A. The following men have been appointed to fill certain of the vacancies just indicated and to bring the number of the staff up to the requirements of a continually increasing enrollment: Mr. D. E. Hamilton, B.A., Mr. S. W. Perry, B.A., Mr. G.

A. Cline, M.A. and Mr. W. L. C. Richardson. The vacancy in the University Schools made by the resignation of Mr. H. V. Pickering, B.A., is at the present date (June 12th) unfilled.

The average enrollment in The University Schools during the present year has been 430. This is an increase of some fifty students over last year and indicates the utmost limits of the seating accommodation in the class-rooms at present at the disposal of the Schools. The large and growing waiting-list indicates a gratifying continuance of the confidence of the public in the efficiency of these Schools.

A need to which reference has been made in former reports is that of a gymnasium. The provision of a suitable building of this sort would not only contribute materially to the health of the seven hundred or more students who are housed in the Faculty of Education building and who at present have only inadequate opportunities for physical exercise, but would also provide much needed facilities for the formal instruction in Physical Training.

(6) Report of the Acting Librarian. (Professor G. H. Needler.)

The number of bound volumes added to the Library during the year ending 30th April is 12,326, and the number of phamphlets, 4,660, making total contents of the Library 127,317 bound volumes and 39,392 pamphlets.

The statistics of the use of books by students, as compared with the two previous years are as follows:

| — | 1909–10 | 1910–11 | 1911–12 |
|---|---|---|---|
| No. of day tickets | 25,281 | 29,703 | 32,982 |
| No. of books taken for the night | 8,916 | 9,443 | 10,816 |
| Average number of readers at a time | 72 | 74 | 85 |

These figures for 1911-12, compared with those of the two preceding years, show a steady increase both in the number of books read during the day in the reading-rooms and of those taken out over night. Most striking is the increase from 74 to 85 (nearly 15 per cent.) in the average number of students using the reading-rooms at one time,—a result mainly of the improved conditions created by the opening of the women's reading-room in the spring of last year.

The need of more clerks, which was pointed out by the Librarian in his report of last year, is felt even more strongly now than it was then. That the work at the Delivery Desk has become much heavier is evident from the increase in the number of books handled; while the number of volumes which were added to the Library during the past year and required immediate cataloguing was 16,986, as compared with 12,415 for 1910-11,—that is, an increase of 37 per cent. This expansion has resulted frequently in a very inconvenient congestion at the Delivery Desk at the opening and close of the day, and means that the present cataloguing staff have again this year been able, even with the assistance of an additional clerk for a portion of her time, to do scarcely anything beyond keeping pace with the cataloguing of new books as they arrive. The Subject Catalogue, which is greatly needed, has had to remain almost as it was. The duplicates have been sorted out of the Goldwin Smith Library, but the main body of this collection remains untouched; about seven thousand useful books being thereby withheld from circulation. The cataloguing of maps and other material in the Art Folio Room, at

which a start was made last autumn, had to be discontinued when the cold weather set in, and it has been impossible to proceed with it since. This congestion in two important departments is easily explained by the increase of the mass of work to be overtaken, and is in no way chargeable, I think, to the present staff, which seems to be highly efficient. Relief can only be found in further appointments to the staff. There is still urgent need of one additional Delivery Clerk and two qualified cataloguers.

To meet the request of several members of the University teaching staff, it is thought advisable to begin in September to issue a bi-monthly bulletin of books added to the Library. There will also be printed for distribution a diagram of the Stack-Room that will show the location of the various departments and thereby facilitate the finding of books on the shelves.

(7) Reports from the Biological Stations. (Professor Ramsay Wright.)

*Atlantic Station at St. Andrew's, New Brunswick.*

Dr. A. G. Huntsman acted as Curator at this Station during the summer of 1911. He was accompanied during the summer by Mr. W. H. T. Baillie. They collaborated in the formation of a typical collection of the fauna of the region and in carrying out a number of experiments suggested by the Commissioner of Fisheries. Mr. Baillie was further engaged in the study of Marine Annelids, and will shortly publish a report upon the same.

Professor Macallum was present as Director during the month of July, and obtained material for a memoir which will be published in the near future. Professor Ramsay Wright acted in the same capacity for August and September, when he was engaged in Plankton research.

*Pacific Station at Nanaimo.*

The advantages of this Station attracted some visitors from England during the summer, but Professor McMurrich was the only visitor from this University. During July he was engaged in visiting the Salmon canneries on the Fraser River and the coast, and as far as Prince Rupert, collecting material for a study of the life-history of the West Coast Salmon as revealed by their scale markings. This material has now been thoroughly investigated and a paper on the life-history of the five species of Oncorhynchus occurring on the Pacific coast, based on the results, will shortly be published by the Royal Society of Canada. Professor McMurrich also took advantage of his trip up the coast to make a collection of the Jelly-fish occurring in the waters of British Columbia, and added to it during his stay at the Departure Bay Station. A number of the species collected have been studied during the winter, and it is hoped that additional material for the completion of the investigation may be obtained this coming summer.

*Lake Station at the Georgian Bay.*

studied during the winter, and it is hoped that additional material for the completed a systematic and geographical study of the fishes of this region, which will shortly appear. He was also engaged in determining a more suitable site for the Station. Messrs. Cooper and Robertson continue the work in which they were engaged during the previous season. Mr. H. T. White made a systematic study of the Bryozoa of the locality.

(8) Statement Regarding the Biological Museum. (Professor Ramsay Wright.)

Since the statement issued in last year's Report by the President, many valuable additions have been made to the Museum.

1. Mr. J. H. Ames, whose donation of bird-skins was recorded last year, added a further contribution of four cases of beautifully mounted birds.

Mr. Williams has assembled in one of our wall-cases the shore-birds from the specimens previously sent by Mr. Ames, and has in this way made a very complete representation of the birds to be found in the neighborhood of Toronto Bay.

2. Mr. Paul Hahn has presented to the Museum a large collection of Insects taken by him in Algonquin Park, which is interesting on account of showing the geographical range of many forms.

3. Dr. C. K. Clarke, Dean of the Faculty of Medicine, also made us a gift of some mounted birds, and has enriched the museum with a very valuable cabinet of birds' eggs obtained by himself, which constitutes one of the most complete collections in Ontario.

4. Victoria College, in dismantling its museum, transferred the zoological specimens to this Department. These included a very handsome example of the Hooded Seal, and likewise many mounted birds and Canadian and exotic insects.

5. The Biological Society of Ontario has also turned over to this Museum its large collection of bird and mammal skins, including upwards of one thousand specimens of the former.

6. As in previous years, we have had some contributions from students. Mr. A. E. Allin presenting two loon-eggs, taken in the Sudbury district, and Mr. A. L. Fleming, of Wycliffe College, who has been in the extreme North, a skull of an Eskimo and also the skull of a Polar Bear.

7. Mr. J. H. Fleming has donated the skin of a Boat-bill and deposited an interesting mounted specimen of its relative, the Shoe-billed Stork.

Mr. Williams, in addition to taking charge of these numerous additions to the Museum, has arranged a special collection of Ontario insects, and has had some interesting live reptiles on exhibition, among them a rattlesnake brought by Mr. A. D. Robertson from the Georgian Bay.

So far no purchases have been made during the present year, but it is proposed to expend the small appropriation on some specimens prepared for educational purposes.

(9) Statement Regarding the Geological Museum. (Professors Coleman and Parks.)

Owing to the congestion in the room at present occupied by the museum, very little new material has been put in position during the past year; nevertheless, a number of donations have been received and a considerable amount of material has been procured by the University collector.

The annual appropriation for palæontology has been reserved to cover the expenses of an expedition to the Red Deer River in Alberta for the purpose of collecting reptilian remains.

Some time has been spent during the winter in the careful planning of cases for the new museum; these plans are now prepared and we are about to let contracts for the construction of cases to the extent of our appropriation.

The more important acquisitions during the year are as follows:—

*By Donations*

The Coniagas Mines, Limited, Cobalt.—Large specimens of silver ore.
The Nova Scotia Silver-Cobalt Mining Co.—Large specimens of silver ore.
The Buffalo Mine, Cobalt.—Large specimens of silver ore.
The Cobalt Central Mines, Cobalt.—Large specimens of silver ore.
The Columbus Cobalt Silver Co., Cobalt.—Large specimens of silver ore.
The Chambers Ferland Mining Co., Cobalt.—Large specimens of silver ore.
The O'Brien Mine, Cobalt.—Large specimens of silver ore.
Mrs. Cameron Stewart, Surbiton, England, per Sir Edmund Walker.—Large specimen of silicified wood.
Victoria College, Toronto.—The whole of the palæontological collection of Victoria University has been donated to the department. The material has been worked over and many valuable specimens selected for the museum. The collection also contains a large amount of matter suitable for study and exchange.
Orville Rolfson, Esq., Windsor, Ont.—Specimens of *Buchiceras cornutum* from the Peace River.
R. Kirkpatrick, Esq., Parrsborough, N.S.—Stigmaria from Parrsborough.
Dr. A. J. Foerste, Dayton, Ohio.—A valuable series of Cincinnatian fossils.
British Vice-Consul, Oaxaca, Mexico, per Sir Edmund Walker.—Collection of Mexican fossils.

*By Purchase*:

Alluvial gold from Forty-mile Creek, Yukon.

*By Exchange*:

Professor Junius Henderson, Boulder, Colorado.—A series of Cretaceous and Tertiary fossils from the Western States.

*By Collection*:

Mr. Joseph Townsend.—Oriskany, Onondaga, Trenton and Black River fossils from Ontario.
Professor Coleman.—Specimens of Norwegian Nickel Ores and the accompanying rocks.
Professor Parks.—Building stones from the Maritime Provinces.

(10) Statement Regarding the Mineralogical Museum. (Professor T. L. Walker.)

The Collections of the Mineralogical Museum have been added to during the year by purchase, collection, and donation as follows:—

*Donations*:

1. The authorities of Victoria University have handed over the whole of their collections of minerals and rocks for the use of the University. This is probably the most important donation ever made to this section of the museum.
2. Silver ores from Cobalt.—B. Neilly, Esq., B.A.Sc.
3. Silver ores from Cobalt, and gold ores from Nova Scotia.—Robert Bryce, Esq.
4. Ores from Cobalt and Porcupine, Ontario.—W. A. O'Flynn, Esq., B.A.Sc.

*Purchase*:

1. Tungsten ores, Halifax Co., N.S.
2. Apatite and Sphene, Renfrew Co., Ontario.
3. Collection of Cobalt ores.—D. L. Mackenzie, Copper Cliff, Ont.
4. Miscellaneous purchases from mineral dealers.

*Collection*:

The following members of the University staff have presented specimens collected while on field work:

Professor A. P. Coleman.
Professor W. A. Parks.
Professor T. L. Walker.
Mr. A. L. Parsons.
Mr. W. F. Green.
Mr. T. L. Tanton.

(11) Extract from the Report of the Secretary of the University Extension Committee. (Dr. A. H. Abbott.)

The University Extension Committee has under its jurisdiction three departments of work: Local Lectures, Special Courses for Teachers, and the Summer Session.

*Local Lectures.*—During last year 264 lectures were given by members of the Staff outside of the regular class work. About 160 were arranged through the office of the University Extension Committee. 100 were arranged privately. Most of these were given in series of from 3 to 10 lectures in one place. For the present year already requests for about 75 lectures have come in, most of them being in courses of 5 or more. There were 33 lecturers engaged in delivering these lectures.

At a meeting of the University Extension Committee held on October 10th, 1911, the question of *Local* Lectures was discussed, and certain recommendations regarding the terms under which they should be given proposed. The following is a statement of the general considerations which influenced the Committee in making its recommendation and the recommendation which was made:

For at least fifteen years members of the Staff of the University have given these Local Lectures. Generally speaking, the members of the Staff have received bare expenses in return, although for a short time a small charge was made. The demand for these lectures has grown during recent years, so that during the winter of 1910-1911 thirty-three lecturers took part in the work, delivering 264 lectures to audiences which may have totalled 15,000 people. Nine lecturers gave from 11 to 34 lectures each; others 4, 5, 6, and 8; a few only one. The demands which these lectures make upon certain members of the Faculty in particular have made it necessary to consider whether any policy can be adopted that will meet the situation more satisfactorily than is done at present. It is obvious that these lectures are of advantage to the communities in which they are delivered from a purely educational point of view, while they serve to bring the University before the people. It seems reasonable that those members of the Staff who do this work should receive some remuneration for it. There is also a tendency to ask for courses of five or more lectures from one lecturer. For such courses the lecturer has received $10.00 and expenses for each lecture.

The University Extension Committee, therefore, recommended to the Council, in order that their recommendation may be in due course forwarded to the Senate

and Board of Governors, that the Council approve of making a certain charge for these Local Lectures, and that the Board of Governors be asked to set aside a certain sum of money to help in this work. It is proposed that those arranging for such lectures should be asked to pay the lecturer $5.00 and expenses, and that the appropriation of the Board should be sufficient to pay each lecturer $5.00 for each lecture given. This would mean that the lecturers receive $10.00 and expenses for each lecture. While it is not intended that such provision, if made, should prevent lectures being given to certain needy localities free of charge, it would mean that, as a matter of policy, the University would adopt the principle that any amount contributed by the University to help places to secure these lectures should be increased by a like amount from those for whom the lecture is given.

In connection with the Local Lectures a lantern is kept, which is sent out upon request to the organizations arranging for these lectures, for which a rental of $2.00 a night and express expenses are charged. The following shows the receipts and expenditures during the year:

| | |
|---|---|
| October 1st, 1910—Balance on hand | $21 10 |
| Received Rental | 26 00 |
| | 47 10 |
| Paid out for repairs | 24 30 |
| Balance on hand | $22 80 |

*Special Courses for Teachers.*—In the Special Courses for Teachers the total registration was 32.

Classes were held in:

First Year General and Special Course English.
First Year Special Course French.

It is evident that, under present conditions at least, any considerable increase in the attendance at the Teachers' classes cannot be looked for. While there are, doubtless, many contributing causes, one of the most important one continues to be the fact that the Board of Education does not recognize academic standing in its promotions, and, consequently, teachers take less interest in getting any higher standing than is required.

*Summer Session.*—Preliminary announcements were sent out to the teachers in the Province, as we have done for a number of years. From these enquiries were received and calendars sent to those interested.

The Courses which were offered were:

*Faculty of Arts.*

Latin, First and Second Year General Course.
English, First and Second Year General Course.
First Year Special Course.
French, First and Second Year General Course.
First Year Special Course.
Mathematics, First Year General Course.
Physics, First Year General and Special Course.
Biology, First Year General and Special Course.

*Faculty of Education.*

Seminar on the Development of Educational Theory during the Nineteenth Century, for Candidates for Degrees in Pedagogy.
Elementary Science.
Commerce.
Art.
Physical Training.

Of these courses the following were applied for by a sufficient number to warrant them being given. The numbers in brackets indicate in each case the actual attendance:

*Faculty of Arts.*

English, First Year General and Special Course (10).
French, First Year General Course (16).
Mathematics, First Year General Course (6).
Physics, First Year Special Course (12).
Biology, First Year Special and General Course (10).

*Faculty of Education.*

Commerce (11).
Art, Elementary and Advanced Courses (60).
Physical Training (27).

Total registration 99, of which 39 were registered in the Faculty of Arts and 68 in the Faculty of Education.

| Year. | Total Registration. | Arts. | Education. |
|---|---|---|---|
| 1909 | 164 | 68 | 103 |
| 1910 | 143 | 37 | 109 |
| 1911 | 99 | 39 | 68 |

A series of evening lectures was given during the Summer Session as follows:—

July 18—"The Life and Work of Sir Francis Galton." Professor R. Ramsay Wright.
July 21—"Similarities and Analogies in Physical Phenomena." Mr. E. F. Burton, B.A.
July 25—"A Modern Theory of Evolution and Its Practical Aspects." Professor J. H. Faull.

The average attendance at these lectures was about 280.

For the accommodation of those attending the Summer Session, as well as for the examiners of the Department of Education, Queen's Hall, the Men's Residences and the Dining Hall were opened. Board and lodgings were supplied at the rate of $5.00 a week. *Twenty* were in residence at Queen's Hall and *forty-seven* in South Hall during the Session.

### (12) Report of the Physical Director. (Dr. J. W. Barton.)

The work of the Physical Department for the past year has been larger than in any previous year. The number of lockers being used by more than one student is so large that we hesitate to mention it for sanitary reasons.

Our work has been curtailed this spring owing to the building operations, which necessitated the tearing down of our present gymnasium early in April. This was unfortunate as it came at a time when light exercise and baths would have been most beneficial to our students. However, the temporary gymnasium now being placed at our disposal will be ready before October. Although the equipment is small, still by having some of the Rugby players use the lockers and showers at the Stadium we shall be fairly comfortable.

This year has seen the completion of the Stadium and Athletic Field. To Mr. Darling, the University Architect, we are indebted for the excellent arrangements of the stand. He gave your Physical Director many hours of his time in endeavouring to get a grasp of our athletic needs. Mr. Wagner, a graduate of the Faculty of Applied Science, erected the stand after his own patented process of concrete slab construction. The bleachers, or open stand, with accommodation for 8,000 people, the grading of the field and the laying of the running track, are the work of the Superintendent's Department, and the manner in which the work was done reflects great credit on that Department. The new field and stand gave opportunity also for a new era in skating. When I am able to state that the receipts were four times as much as in the best previous year, some idea of the increased patronage may be gained.

Our teams have won their share of Intercollegiate honours, though they were hardly as successful as in the past two years.

Our Interfaculty contests were more satisfactory than ever before, as we have succeeded in getting two more affiliated colleges into our domestic contests. Some idea of the growth in athletic contests within the University may be gathered from the fact that five years ago we had interfaculty contests in six branches, and now we have twelve. Also in intercollegiate athletics we had annual contests in four branches and now we have annual athletic fixtures in intercollegiate unions in twelve different kinds of athletic endeavour.

The gymnasium work had suffered to a considerable extent owing to Sergt. Williams's very severe illness. However, he was able to be about for our Intercollegiate and Interfaculty contests in boxing, wrestling and fencing.

The following figures show the number of students engaged in the various activities of the Physical Department:

| | |
|---|---|
| Rugby | 250 |
| Association Football | 240 |
| Hockey | 140 |
| Track | 80 |
| Basket Ball | 105 |
| Water Polo | 40 |
| Boxing | 80 |
| Wrestling | 25 |
| Fencing | 16 |
| Swimming Competition | 20 |
| Life Saving | 50 |
| Tennis | 60 |
| Gymnastics | 20 |
| Harrier | 25 |
| Lacrosse | 20 |
| Curling | 20 |
| | ——1191 |

Many students go in for more than one branch of Athletics. However, the above figures take no account of interyear matches in the various branches, as they are not under the jurisdiction of the Athletic Association. About five hundred students use the Gymnasium and about three hundred and fifty the swimming pool regularly.

By the generosity of the Board of Governors and by extra help on the part of the Athletic Association we were enabled to secure the services of Mr. E. A. Chapman to prepare our men for these Intercollegiate and faculty contests. Mr. Corsan's work in the swimming department has been of a very high order. In addition to teaching so many to swim, he has again broken our record in the number of awards for life saving efficiency. We secure annually more awards than any other institution in Canada. Our record last year was thirty-six. This year we have secured forty-four.

We are naturally looking forward to the completion of the new buildings when we can accommodate all our students, and thus make our work complete.

(13) Report of the Superintendent of the Dining Hall. (Miss V. M. Ryley.)

In submitting my report I am glad to be able to state that during the session 1911-12, we have had the most successful year in the history of the Dining Hall.

Last year we complained of the overcrowding, but imagine our surprise when within a week of the opening this year we were called upon to accommodate over one hundred students more per meal. We quickly increased the number of waiters and help and allowed the men students to use three-quarters of the Women's Dining Hall downstairs, but even this arrangement often leaves fifty students standing until seats are vacated. At first we expected that the students would soon tire of this and leave for other places, but this was not the case, and from October until the end of March, the attendance for five days of the week averaged over 1,00. On several occasions we have served over 1,100 meals in one day of which 500 were the luncheon.

Our attendance shows an increase of 46 per cent. over last year, or in terms of meals, we have served a total of 195,000, an increase of 61,300 over the largest previous year. We serve daily seven times the total seating capacity, three times at luncheon and twice at breakfast and dinner.

# APPENDIX B.

(1) Enrolment in the Colleges.
(2) Enrolment in University Subjects.
(3) Registration in Courses in the Faculty of Arts.
(4) Registration of Women Students.

## (1) Enrolment in the Colleges.

The students in University College were enrolled as follows:

| — | Greek. | Latin. | Ancient History | English. | German. | French. | Orientals. | Ethics. |
|---|---|---|---|---|---|---|---|---|
| First Year— | | | | | | | | |
| Pass | 51 | 244 | 133 | 204 | 160 | 192 | 23 | ... ... |
| Honours | 18 | 35 | 82 | 72 | 33 | 51 | ..... .... | ... ... |
| Second Year— | | | | | | | | |
| Pass | 31 | 180 | ..... | 210 | 140 | 177 | 20 | ..... |
| Honours | 23 | 25 | 52 | 57 | 32 | 35 | 4 | ... .... |
| Third Year— | | | | | | | | |
| Pass | 11 | 38 | 15 | 128 | 37 | 55 | 7 | 57 |
| Honours | 9 | 8 | 16 | 54 | 32 | 41 | 4 | 19 |
| Fourth Year— | | | | | | | | |
| Pass | 10 | 46 | ..... | 106 | 37 | 44 | 5 | 48 |
| Honours | 13 | 8 | 7 | 43 | 31 | 31 | 7 | 13 |
| Totals— | | | | | | | | |
| Pass | 103 | 508 | 148 | 648 | 374 | 468 | 55 | 105 |
| Honours | 63 | 76 | 157 | 226 | 128 | 158 | 15 | 32 |

The students in Victoria College were enrolled as follows:

| — | Greek. | Latin. | Ancient History | English. | German. | French. | Orientals. | Ethics. |
|---|---|---|---|---|---|---|---|---|
| First Year— | | | | | | | | |
| Pass | 21 | 97 | 56 | 110 | 48 | 64 | 42 | ... ... |
| Honours | 7 | 15 | 20 | 29 | 24 | 27 | ..... | ... .... |
| Second Year— | | | | | | | | |
| Pass | 21 | 69 | ..... | 91 | 48 | 59 | 21 | ..... |
| Honours | 6 | 7 | 14 | 19 | 17 | 17 | 5 | ... .... |
| Third Year— | | | | | | | | |
| Pass | ..... | 20 | 6 | 68 | 18 | 18 | 4 | 27 |
| Honours | 10 | 5 | 5 | 21 | 20 | 21 | 7 | 9 |
| Fourth Year— | | | | | | | | |
| Pass | 2 | 22 | ..... | 74 | 13 | 14 | 10 | 4 |
| Honours | 1 | 3 | 1 | 17 | 11 | 16 | 7 | 10 |
| Totals— | | | | | | | | |
| Pass | 44 | 208 | 62 | 343 | 127 | 155 | 77 | 31 |
| Honours | 24 | 30 | 40 | 86 | 72 | 81 | 19 | 19 |

The students in Trinity College were enrolled as follows:

| —— | Greek. | Latin. | Ancient History | English. | German. | French. | Orientals. | Ethics. |
|---|---|---|---|---|---|---|---|---|
| First Year— | | | | | | | | |
| Pass | 13 | 50 | 12 | 41 | 24 | 35 | 8 | ... .... |
| Honours | 3 | 5 | 10 | 15 | 8 | 13 | ..... | ..... |
| Second Year— | | | | | | | | |
| Pass | 12 | 32 | ..... | 32 | 15 | 18 | 4 | ..... |
| Honours | 5 | 8 | 4 | 13 | 11 | 10 | .... .... | ..... |
| Third Year— | | | | | | | | |
| Pass | 1 | 11 | 7 | 17 | 10 | 13 | 4 | 6 |
| Honours | 4 | 3 | 3 | 8 | 5 | 5 | 1 | 2 |
| Fourth Year— | | | | | | | | |
| Pass | 4 | 12 | ..... | 16 | 5 | 9 | 2 | 10 |
| Honours | 3 | 2 | 2 | 8 | 7 | 7 | ..... | 1 |
| Totals— | | | | | | | | |
| Pass | 30 | 105 | 19 | 106 | 54 | 75 | 18 | 16 |
| Honours | 15 | 18 | 19 | 44 | 31 | 35 | 1 | 3 |

The students in St. Michael's College were enrolled as follows:

| —— | Greek. | Latin. | Ancient History. | English. | German. | French. | Philosophy. | Ethics. |
|---|---|---|---|---|---|---|---|---|
| First Year | 9 | 44 | .. | 44 | 42 | 37 | ..... | ..... |
| Second Year | 3 | 9 | .. | 10 | 5 | 8 | 8 | ..... |
| Third Year | ..... | ..... | .. | ..... | ..... | ..... | 9 | 9 |
| Fourth Year | ..... | 1 | .. | 1 | ..... | 1 | 8 | 9 |

## (2) Enrolment in University Subjects.

The following tables exhibit the numbers attending lectures in University subjects, together with the numbers of those taking the practical work in the laboratories:

DEPARTMENT OF MATHEMATICS.

| —— | | Pass. | Pass and Honours. | Honours. |
|---|---|---|---|---|
| Faculty of Arts— | | | | |
| First Year | | 419 | ..... | 37 |
| Second Year | | ..... | ..... | 93 |
| Third Year | | ..... | ..... | 29 |
| Fourth Year | | 59 | ..... | 10 |
| Faculty of Applied Science— | | | | |
| First Year | | ..... | 265 | ..... |
| Second Year | | ..... | ..... | 219 |
| Total | 1,131 | 478 | 265 | 388 |

## DEPARTMENT OF PHYSICS.

| —— | | Pass. | Pass and Honours. | Honours. | Laboratory. |
|---|---|---|---|---|---|
| Faculty of Arts— | | | | | |
| First Year | | 174 | | 99 | 262 |
| Second Year | | | | 74 | 53 |
| Third Year | | 7 | | 33 | 33 |
| Fourth Year | | | | 13 | 5 |
| Occasional | | 2 | | | |
| Graduate Students | | | 6 | | 7 |
| Faculty of Medicine— | | | | | |
| First Year | | | 121 | | 119 |
| Department of Dentistry | | 63 | | | 63 |
| Faculty of Forestry— | | | | | |
| First Year | | 6 | | | 6 |
| Total | 598 | 252 | 127 | 219 | 548 |

## DEPARTMENT OF BIOLOGY.

| —— | | Pass. | Pass and Honours. | Honours. | Laboratory. |
|---|---|---|---|---|---|
| Faculty of Arts— | | | | | |
| First Year | | 453 | | 50 | 441 |
| Second Year | | | | 32 | 32 |
| Third Year | | 5 | | 10 | 15 |
| Fourth Year | | | | 8 | 8 |
| Graduate Students | | | | 12 | |
| Faculty of Medicine— | | | | | |
| First Year | | | | 122 | 122 |
| Second Year | | | | 101 | 101 |
| Faculty of Applied Science— | | | | | |
| First Year | | | | 11 | 11 |
| Fourth Year | | | | 10 | 9 |
| Faculty of Forestry— | | | | | |
| First Year | | | | 6 | 6 |
| Second Year | | | | 4 | 4 |
| Third Year | | | | 14 | 14 |
| Fourth Year | | | | 12 | 12 |
| Ontario Veterinary College Students in Botany | | | | | 95 |
| Total | 850 | 458 | | 392 | 870 |

## DEPARTMENT OF CHEMISTRY.

| —— | | Pass. | Pass and Honours. | Honours. | Laboratory. |
|---|---|---|---|---|---|
| Faculty of Arts— | | | | | |
| First Year | | 11 | ..... | 80 | 91 |
| Second Year | | 63 | ..... | 41 | 104 |
| Third Year | | ..... | ..... | 7 | 7 |
| Fourth Year | | ..... | ..... | 17 | 8 |
| Occasional Students | | 4 | ..... | ..... | 4 |
| Graduate Students | | ..... | ..... | ..... | 8 |
| Faculty of Medicine— | | | | | |
| First Year | | ..... | 127 | ..... | 127 |
| Faculty of Applied Science— | | | | | |
| Second Year | | ..... | 10 | ..... | ..... |
| Faculty of Forestry— | | | | | |
| First Year | | ..... | ..... | 7 | 6 |
| Second Year | | ..... | ..... | 3 | 1 |
| Third Year | | ..... | ..... | 6 | 1 |
| Fourth Year | | ..... | ..... | 3 | ..... |
| Faculty of Household Science— | | | | | |
| First Year | | ..... | 18 | ..... | 18 |
| Second Year | | ..... | 10 | ..... | 10 |
| Veterinary Students | | ..... | 93 | ..... | 93 |
| Total | 508 | 78 | 258 | 164 | 478 |

## DEPARTMENT OF PHYSIOLOGY AND BIOCHEMISTRY.

| —— | | Pass and Honours. | Honours. | Laboratory. |
|---|---|---|---|---|
| Faculty of Arts— | | | | |
| Second Year | | ..... | 11 | 11 |
| Third Year | | ..... | 21 | 21 |
| Fourth Year | | ..... | 19 | 19 |
| Faculty of Medicine— | | | | |
| Second Year | | 103 | 10 | 103 |
| Third Year | | 130 | ..... | ..... |
| Faculty of Household Science— | | | | |
| Senior Normals | | 24 | ..... | 24 |
| Occasional | | 1 | ..... | 1 |
| Veterinary Students | | 94 | ..... | 94 |
| Total | 403 | 352 | 61 | 273 |

## DEPARTMENT OF GEOLOGY.

| —— | | Pass. | Pass and Honours. | Honours. | Laboratory. |
|---|---|---|---|---|---|
| Faculty of Arts— | | | | | |
| Second Year | | 341 | ..... | 22 | 315 |
| Third Year | | ..... | ..... | 3 | 3 |
| Fourth Year | | ..... | ..... | 5 | 5 |
| Faculty of Applied Science— | | | | | |
| Second Year | | ..... | 35 | ..... | ..... |
| Third Year | | ..... | 81 | ..... | 16 |
| Fourth Year | | ..... | 17 | ..... | ..... |
| Faculty of Forestry— | | | | | |
| Second Year | | ..... | 3 | ..... | 3 |
| Third Year | | ..... | 16 | ..... | 16 |
| Total | 523 | 341 | 152 | 30 | 358 |

## DEPARTMENT OF MINERALOGY.

| —— | | Pass. | Pass and Honours. | Honours. | Laboratory. |
|---|---|---|---|---|---|
| Faculty of Arts— | | | | | |
| Second Year | | 311 | ..... | 23 | 316 |
| Third Year | | ..... | ..... | 8 | 8 |
| Fourth Year | | ..... | ..... | 5 | 5 |
| Graduate Students | | ..... | ..... | 2 | 2 |
| Faculty of Applied Science— | | | | | |
| First Year | | ..... | 11 | ..... | 11 |
| Second Year | | ..... | 143 | ..... | 143 |
| Third Year | | ..... | 21 | ..... | 21 |
| Fourth Year | | ..... | 18 | ..... | 18 |
| Faculty of Forestry— | | | | | |
| Second Year | | ..... | 4 | ..... | 4 |
| Third Year | | ..... | 16 | ..... | 16 |
| Total | 562 | 311 | 213 | 38 | 544 |

## DEPARTMENT OF PHILOSOPHY.

| | History of Philosophy. | | Psychology. | | Logic. | Meta-physics. | Ethics. | |
|---|---|---|---|---|---|---|---|---|
| | Pass. | Hon-ours. | Pass. | Hon-ours. | Hon-ours. | Hon-ours. | Pass. | Hon-ours. |
| Second Year | 41 | 21 | 247 | 21 | 21 | 21 | ..... | ..... |
| Third Year | 58 | 29 | ..... | 29 | 29 | 29 | 64 | 29 |
| Fourth Year | ..... | 19 | ..... | 19 | 19 | 19 | 55 | 19 |
| Graduate Students | ..... | 10 | ..... | 11 | ..... | ..... | ..... | 7 |
| | 99 | 79 | 247 | 80 | 69 | 69 | 119 | 55 |

## DEPARTMENT OF POLITICAL SCIENCE.

| | Pass. | Honours. |
|---|---|---|
| Faculty of Arts— | | |
| Second Year | 22 | 49 |
| Third Year | 36 | 34 |
| Fourth Year | 84 | 40 |
| Department of History | ..... | 8 |
| Department of Philosophy | 40 | ..... |
| Department of Commerce and Finance: | | |
| First Year | ..... | 26 |
| Second Year | ..... | 8 |
| Third Year | ..... | 8 |
| Graduate Students | ..... | 5 |
| Occasionals | 3 | ..... |
| Department of Geology and Mineralogy | 5 | ..... |
| Faculty of Forestry— | | |
| Second Year | 7 | ..... |
| | 197 | 178 |

## DEPARTMENT OF MODERN HISTORY.

| | Pass. | Honours. |
|---|---|---|
| First Year | 16 | 19 |
| Second Year | 142 | 85 |
| Third Year | 111 | 81 |
| Fourth Year | 91 | 81 |
| Total.....626 | 360 | 266 |

## DEPARTMENT OF ITALIAN AND SPANISH.

| | Italian | | Spanish. | | Phonetics. |
|---|---|---|---|---|---|
| | Pass. | Honours. | Pass. | Honours. | Honours. |
| First Year | 60 | 58 | 24 | 9 | ..... |
| Second Year | 7 | 25 | 13 | 10 | ..... |
| Third Year | 1 | 21 | 3 | 5 | 50 |
| Fourth Year | ..... | 17 | 10 | 5 | ..... |
| Graduate Students | ..... | 3 | ..... | ..... | ..... |
| Total | 68 | 124 | 50 | 29 | 50 |

## DEPARTMENT OF HOUSEHOLD SCIENCE.

| | Pass. | Honours. | Total. |
|---|---|---|---|
| Arts Students proceeding to a degree | 30 | 36 | 66 |
| Faculty of Education Students | ..... | ..... | 136 |
| Normal Students | ..... | ..... | 24 |
| Occasionals | ..... | ..... | 74 |
| Department of Education Students | ..... | ..... | 26 |
| | ..... | ..... | 336 |

## (3) Registration in Courses in the Faculty of Arts, 1911-1912.

| Courses. | First Year. | | | | Second Year. | | | | Third Year. | | | | Fourth Year. | | | | Total. | M.A. | Ph.D. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | U. C. | V. C. | T. C. | St. M. | U. C. | V. C. | T. C. | St. M. | U. C. | V. C. | T. C. | St. M. | U. C. | V. C. | T. C. | St. M. | | | |
| General Course | 201 | 93 | 35 | 48 | 112 | 43 | 19 | 3 | 60 | 23 | 16 | ..... | 48 | 22 | 11 | 1 | 735 | ..... | ..... |
| Classics | 9 | 6 | 2 | 1 | 14 | 6 | 4 | 1 | 7 | 5 | 2 | 1 | 8 | 1 | 2 | ..... | 69 | 10 | ..... |
| Greek and Hebrew | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 2 | 1 | 1 | ..... | 1 | ..... | ..... | ..... | 6 | ..... | ..... |
| Orientals | ..... | ..... | ..... | ..... | 4 | 5 | ..... | ..... | 2 | 7 | ..... | ..... | 5 | 5 | ..... | ..... | 28 | 6 | 1 |
| Eng. and Hist. (Class.) | 11 | 5 | 1 | 1 | 13 | 1 | 3 | ..... | 8 | 8 | 1 | ..... | 3 | ..... | 1 | ..... | 56 | ..... | ..... |
| Moderns | 20 | 20 | 7 | ..... | 34 | 15 | 7 | 1 | 24 | 15 | 3 | ..... | 13 | 10 | 6 | ..... | 175 | 14 | ..... |
| Eng. and Hist. (Mod.) | 19 | 5 | ..... | ..... | 8 | 2 | 4 | ..... | 17 | 13 | 3 | ..... | 23 | 6 | 1 | ..... | 101 | ..... | ..... |
| Political Science | 19 | 6 | ..... | ..... | 38 | 8 | ..... | ..... | 25 | 8 | ..... | ..... | 26 | 12 | 3 | ..... | 145 | 6 | ..... |
| Modern History | 7 | 4 | 6 | ..... | 3 | 1 | 1 | ..... | 4 | ..... | ..... | ..... | 2 | ..... | 1 | ..... | 29 | 15 | 1 |
| Commerce and Finance | 22 | 4 | ..... | ..... | 8 | ..... | ..... | ..... | 7 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 42 | ..... | ..... |
| Philosophy | ..... | ..... | ..... | ..... | 13 | 5 | 1 | 8 | 20 | 8 | 2 | 10 | 13 | 10 | 1 | 8 | 99 | 17 | 6 |
| Math. and Phys. | 20 | 8 | ..... | ..... | 20 | 7 | 1 | ..... | 16 | 4 | ..... | ..... | 9 | 1 | 1 | ..... | 87 | 5 | 2 |
| Nat. and Phy. Sc. | 32 | 10 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 44 | ..... | ..... |
| Physics | ..... | ..... | ..... | ..... | 2 | 1 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 3 | 5 |
| Biology | ..... | ..... | ..... | ..... | 3 | 1 | ..... | ..... | 6 | 2 | ..... | ..... | 1 | 3 | ..... | ..... | 16 | 1 | ..... |
| Chemistry and Mineralogy I. | ..... | ..... | ..... | ..... | 10 | 2 | 3 | ..... | 5 | ..... | ..... | ..... | 7 | 2 | ..... | ..... | 29 | ..... | ..... |
| Chemistry and Mineraloy II. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... |
| Geology and Mineralogy | ..... | ..... | ..... | ..... | 1 | 1 | ..... | ..... | 1 | 1 | ..... | ..... | 4 | 1 | ..... | ..... | 9 | 1 | ..... |
| Biol. and Phys. Sc. | ..... | ..... | ..... | ..... | 1 | 2 | ..... | ..... | 2 | 2 | ..... | ..... | 4 | ..... | ..... | ..... | 11 | ..... | ..... |
| Physiol. and Bioch. Sc. | ..... | ..... | ..... | ..... | 11 | 1 | ..... | ..... | 6 | 7 | ..... | ..... | 8 | 1 | 1 | ..... | 35 | ..... | ..... |
| Household Science | 5 | 7 | 1 | ..... | 5 | 4 | ..... | ..... | 8 | ..... | ..... | ..... | 5 | 4 | ..... | ..... | 39 | ..... | ..... |
| Physiol. and Household Sc. | ..... | ..... | ..... | ..... | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... | ..... |
| Arts and Forestry | 1 | 1 | ..... | ..... | 1 | 1 | 1 | ..... | 1 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 7 | ..... | ..... |
| Chemistry | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 4 |
| Botany | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 1 |
| Zoology | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 5 |
| Mineralogy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2 |
| Geology | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 |
| Physiology | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... |
| Total of courses taken | 366 | 169 | 54 | 50 | 304 | 107 | 44 | 13 | 223 | 105 | 28 | 11 | 181 | 78 | 28 | 9 | 1,770 | ..... | ..... |
| Total of students registered | 349 | 156 | 53 | 49 | 271 | 101 | 39 | 13 | 211 | 98 | 28 | 11 | 177 | 77 | 27 | 9 | ..... | 87 | 28 |

## (4) Registration of Women Students.

The women students registered in University College took the following courses:

| Courses. | First Year. | Second Year. | Third Year. | Fourth Year. |
|---|---|---|---|---|
| General Course | 52 | 28 | 28 | 30 |
| Classics | 4 | 2 | 2 | 1 |
| English and History (Cl.) | 3 | 2 | 1 | 1 |
| Classics and English and History | ..... | 4 | ..... | ..... |
| Moderns | 17 | 31 | 20 | 13 |
| English and History (Mods.) | 11 | 6 | 13 | 16 |
| Moderns and English and History (Mod.) | 1 | ..... | 1 | ..... |
| Modern History | ..... | ..... | 1 | ..... |
| Philosophy | ..... | 2 | ..... | 1 |
| Mathematics and Physics | 4 | 4 | 5 | ..... |
| Science | 7 | ..... | ..... | ..... |
| Physics | ..... | ..... | 1 | 1 |
| Biological and Physical Sciences | ..... | 1 | ..... | ..... |
| Physiological and Biochemical Sciences | ..... | 1 | ..... | ..... |
| Biology | ..... | 2 | ..... | 1 |
| Household Science | 5 | 4 | 7 | ..... |
| Physiology and Household Science | ..... | 2 | ..... | 5 |
| Totals | 104 | 89 | 79 | 69 |

The women students registered in Victoria College took the following courses:

| Courses. | First Year. | Second Year. | Third Year. | Fourth Year. |
|---|---|---|---|---|
| General Course | 21 | 11 | 13 | 11 |
| Moderns and English and History | 21 | 12 | 17 | 15 |
| Classics and English and History | 3 | ..... | 2 | ..... |
| Mathematics and Physics | 3 | 2 | 1 | ..... |
| Natural and Physical Sciences | ..... | ..... | 2 | 2 |
| Household Science | 6 | 4 | 1 | 4 |
| | 54 | 29 | 36 | 32 |

| | |
|---|---|
| Total | 151 |
| Graduates | 6 |
| Occasional | 14 |
| | 171 |

The women students registered in Trinity College took the following courses:

| Courses. | First Year. | Second Year. | Third Year. | Fourth Year. |
|---|---|---|---|---|
| General Course | 16 | 8 | 5 | 6 |
| Modern Languages | 6 | 6 | 3 | 6 |
| English and History (Mod.) | 1 | 3 | 2 | 1 |
| Modern History | 1 | 1 | ..... | ..... |
| Classics | ..... | 1 | ..... | 1 |
| Mathematics and Physics | ..... | ..... | ..... | 1 |
| Total number of students | 24 | 19 | 10 | 15 |

The women in the Faculty of Medicine were enrolled as follows:

| | |
|---|---|
| First Year | 5 |
| Second Year | 2 |
| Third Year | 4 |
| Fourth Year | 4 |
| | 15 |

The women in the Faculty of Household Science took the following courses:

| | |
|---|---|
| Normal | 24 |
| Department of Education | 36 |
| Occasional | 74 |
| | 134 |

The women in the Faculty of Education took the following courses:

| | |
|---|---|
| Advanced Course | 50 |
| General Course | 129 |
| | 179 |

# APPENDIX C.

## Results of Examinations.

(1) Faculty of Arts.
(2) Faculty of Medicine.
(3) Faculty of Applied Science.
(4) Faculty of Forestry.
(5) Faculty of Education.
(6) Faculty of Household Science.

## RESULTS OF EXAMINATIONS IN MAY, 1912.

### (1) Faculty of Arts.

*Senior Matriculation.*

| Courses. | University. | Univ. Coll. | Vic. Coll. | Trin. Coll. | St. M. Coll. | Totals. | Passed. | Starred. | Failed. | Transfer'd. | Aegrotat. | B. L. | Deferred. | Def. B. L. | Debarred. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| General Course | .... | 48 | 18 | 11 | 2 | 79 | 26 | 29 | 24 | .... | .... | .... | .... | .... | 23 |
| Supplementals | .... | 10 | 4 | 1 | 3 | 18 | 9 | 9 | .... | .... | .... | .... | .... | .... | .... |
| Classics | .... | 2 | .... | .... | .... | 2 | 2 | .... | .... | 1 | .... | .... | .... | .... | .... |
| Moderns | .... | 1 | 1 | 1 | .... | 3 | 3 | .... | .... | 1 | .... | 1 | .... | .... | 1 |
| Eng. and Hist. (Mod.) | .... | 2 | .... | .... | .... | 2 | 1 | .... | 1 | .... | .... | .... | .... | .... | .... |
| Political Science | .... | 1 | .... | .... | .... | 1 | 1 | .... | .... | 1 | .... | .... | .... | .... | .... |
| Modern History | .... | .... | 1 | 1 | .... | 2 | 2 | .... | .... | 1 | .... | 1 | .... | .... | .... |
| Commerce and Finance | .... | 1 | 1 | .... | .... | 2 | .... | 1 | 1 | 1 | .... | .... | .... | .... | 1 |
| Natural Science | .... | 6 | 1 | .... | .... | 7 | 3 | 3 | 1 | .... | .... | .... | .... | .... | 3 |
| Household Science | .... | 1 | .... | .... | .... | 1 | .... | 1 | .... | 1 | .... | .... | .... | .... | .... |
| Arts and Forestry | .... | .... | 1 | .... | .... | 1 | .... | .... | 1 | .... | .... | .... | .... | .... | .... |
| Teachers' Course | 1 | .... | .... | .... | .... | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... |
| Occasionals | 8 | 3 | 1 | .... | .... | 12 | 10 | 2 | .... | .... | .... | .... | .... | .... | .... |
| Totals | 9 | 75 | 28 | 14 | 5 | 131 | 58 | 45 | 28 | 6 | .... | 2 | 1 | .... | 28 |

*First Year.*

| Courses. | University. | Univ. Coll. | Vic. Coll. | Trin. Coll. | St. M. Coll. | Totals. | Passed. | Starred. | Failed. | Transfer'd. | Aegrotat. | B. L. | Deferred. | Def. B. L. | Debarred. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| General Course | .... | 129 | 55 | 22 | 8 | 214 | 98 | 74 | 42 | .... | .... | .... | .... | .... | .... |
| Supplementals | .... | 68 | 9 | 6 | 4 | 87 | 41 | 46 | .... | .... | .... | .... | .... | .... | .... |
| Classics | .... | 6 | 4 | 2 | 1 | 13 | 10 | 2 | 1 | 1 | .... | .... | .... | .... | .... |
| Eng. and Hist. (Class.) | .... | 9 | 5 | 1 | 1 | 16 | 13 | 2 | 1 | .... | .... | 1 | .... | .... | .... |
| Moderns | .... | 16 | 17 | 5 | .... | 38 | 27 | 9 | 2 | 8 | .... | 3 | .... | 2 | 2 |
| Eng. and Hist. (Mod.) | .... | 16 | 1 | .... | .... | 17 | 16 | 1 | .... | 5 | .... | 4 | .... | .... | .... |
| Political Science | .... | 11 | 5 | 1 | .... | 17 | 8 | 9 | .... | 7 | .... | 1 | .... | .... | .... |
| Modern History | .... | 6 | 1 | 5 | .... | 12 | 8 | 3 | 1 | 2 | .... | .... | .... | 1 | 1 |
| Commerce and Finance | .... | 15 | 3 | .... | .... | 18 | 6 | 10 | 2 | 6 | .... | .... | .... | .... | .... |
| Math. and Phys. | .... | 19 | 6 | .... | .... | 25 | 22 | 3 | .... | 3 | .... | .... | .... | .... | .... |
| Natural Sciences | .... | 20 | 8 | 2 | .... | 30 | 14 | 16 | .... | 2 | .... | .... | 2 | .... | .... |
| Household Science | .... | 4 | 5 | 1 | .... | 10 | 8 | 2 | .... | 1 | .... | .... | .... | 1 | 1 |
| Arts and Forestry | .... | 1 | .... | .... | .... | 1 | .... | .... | 1 | .... | .... | .... | .... | .... | .... |
| Teachers' Course | 3 | .... | .... | .... | .... | 3 | 3 | .... | .... | .... | .... | .... | .... | .... | .... |
| Occasionals | .... | 2 | .... | 1 | .... | 3 | 2 | 1 | .... | .... | .... | .... | .... | .... | .... |
| Totals | 3 | 322 | 119 | 46 | 14 | 504 | 276 | 178 | 50 | 36 | .... | 9 | 2 | 4 | 4 |

*Second Year.*

| Courses. | University. | Univ. Coll. | Vic. Coll. | Trin. Coll. | St. Michael's College. | Totals. | Passed. | Starred. | Failed. | Transfer'd. | Aegrotat. | B. L. | Deferred. | Def. B. L. | Debarred. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| General | .... | 99 | 38 | 18 | 2 | 157 | 49 | 60 | 48 | .... | 1 | .... | .... | .... | 4 |
| Supplementals | .... | 31 | 15 | 5 | .... | 51 | 25 | 26 | .... | .... | .... | .... | .... | .... | .... |
| Classics | .... | 10 | 6 | 4 | 1 | 21 | 15 | 5 | 1 | 1 | .... | .... | .... | 1 | 1 |
| Orientals | .... | 4 | 5 | .... | .... | 9 | 5 | 3 | 1 | .... | .... | .... | .... | .... | 2 |
| Eng. and History (Classics) | .... | 12 | .... | 3 | .... | 15 | 10 | 5 | .... | 1 | .... | 1 | 1 | .... | .... |
| Moderns | .... | 34 | 15 | 7 | 1 | 57 | 39 | 15 | 3 | 2 | .... | 3 | 1 | 6 | 6 |
| Eng. and History (Mod.) | .... | 6 | 2 | 4 | .... | 12 | 10 | 1 | 1 | 1 | 2 | 1 | .... | .... | .... |
| Political Science | .... | 32 | 8 | .... | .... | 40 | 21 | 12 | 7 | 10 | .... | 1 | .... | .... | 1 |
| Modern History | .... | 2 | 1 | 1 | .... | 4 | 3 | .... | 1 | .... | .... | .... | .... | 1 | 1 |
| Commerce and Finance | .... | 6 | .... | .... | .... | 6 | 3 | 1 | 2 | 1 | .... | .... | .... | .... | .... |
| Philosophy | .... | 14 | 5 | 1 | 7 | 27 | 11 | 7 | 9 | .... | 2 | 1 | 3 | 1 | 4 |
| Mathematics and Physics | .... | 19 | 7 | 1 | .... | 27 | 18 | 8 | 1 | .... | .... | .... | 1 | .... | .... |
| Physics | .... | 2 | 1 | .... | .... | 3 | 1 | 1 | 1 | .... | .... | .... | 1 | .... | .... |
| Biology | .... | 3 | 1 | .... | .... | 4 | 4 | .... | .... | .... | .... | .... | .... | .... | .... |
| Chem. and Mineralogy | .... | 9 | 2 | 3 | .... | 14 | 6 | 4 | 4 | .... | 2 | .... | 1 | .... | .... |
| Biol. and Phys. Sciences | .... | 1 | 2 | .... | .... | 3 | 3 | .... | .... | .... | .... | .... | .... | .... | .... |
| Phys. and Bioch. Sc | .... | 11 | 1 | .... | .... | 12 | 6 | 5 | 1 | .... | .... | .... | 1 | .... | .... |
| Household Science | .... | 4 | 4 | .... | .... | 8 | 4 | 4 | .... | .... | .... | .... | 2 | .... | .... |
| Phys. and Household Sc | .... | 3 | .... | .... | .... | 3 | 1 | 2 | .... | .... | .... | .... | 1 | .... | .... |
| Arts and Forestry | .... | 1 | 1 | 1 | .... | 3 | 2 | .... | 1 | .... | .... | .... | .... | .... | .... |
| Teachers' Course | .... | 1 | .... | .... | .... | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... |
| Occasionals | .... | 3 | .... | .... | .... | 3 | .... | 3 | .... | .... | .... | .... | .... | .... | .... |
| Totals | .... | 307 | 114 | 48 | 11 | 480 | 237 | 162 | 81 | 16 | 6 | 7 | 12 | 9 | 19 |

*Third Year.*

| Courses. | University. | Univ. Coll. | Vic. Coll. | Trin. Coll. | St. Michael's College. | Totals. | Passed. | Starred. | Failed. | Transfer'd. | Aegrotat. | B. L. | Deferred. | Def. B. L. | Debarred. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| General | .... | 63 | 25 | 15 | .... | 103 | 67 | 22 | 14 | .... | .... | .... | .... | .... | 22 |
| Supplementals | .... | 16 | 3 | 2 | 1 | 22 | 17 | 5 | .... | .... | .... | .... | .... | .... | .... |
| Classics | .... | 7 | 5 | 2 | 1 | 15 | 14 | .... | 1 | .... | .... | .... | .... | .... | .... |
| Greek and Hebrew | .... | 2 | .... | 1 | .... | 3 | 1 | 2 | .... | .... | .... | .... | .... | .... | .... |
| Orientals | .... | 1 | 6 | .... | .... | 7 | 7 | .... | .... | .... | .... | .... | 2 | .... | 3 |
| Eng. and History (Classics) | .... | 6 | 5 | 1 | .... | 12 | 11 | 1 | .... | 1 | 1 | 2 | .... | .... | .... |
| Moderns | .... | 23 | 14 | 2 | .... | 39 | 36 | 3 | .... | .... | 1 | 2 | .... | 1 | 2 |
| Eng. and History (Mod.) | .... | 16 | 13 | 3 | .... | 32 | 28 | 4 | .... | 4 | .... | 1 | .... | .... | 1 |
| Political Science | .... | 21 | 6 | .... | .... | 27 | 25 | .... | 2 | .... | .... | 7 | .... | 1 | 2 |
| Modern History | .... | 4 | .... | .... | .... | 4 | 4 | .... | .... | .... | .... | 1 | .... | .... | .... |
| Philosophy | .... | 19 | 8 | 2 | 10 | 39 | 33 | 4 | 2 | .... | 3 | 2 | 2 | 4 | 6 |
| Commerce and Finance | .... | 7 | 1 | .... | .... | 8 | 5 | 3 | .... | .... | .... | .... | 1 | .... | 1 |
| Mathematics and Physics | .... | 14 | 4 | .... | .... | 18 | 17 | 1 | .... | .... | 1 | .... | .... | .... | .... |
| Physics | .... | 1 | .... | .... | .... | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... |
| Biology | .... | 5 | 2 | .... | .... | 7 | 5 | 2 | .... | .... | 1 | .... | .... | .... | .... |
| Geology and Mineralogy | .... | .... | 1 | .... | .... | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... |
| Chem. and Min. I. | .... | 5 | .... | .... | .... | 5 | 5 | .... | .... | .... | .... | .... | .... | .... | .... |
| Chem. and Min, II. | .... | 1 | .... | .... | .... | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... |
| Bio. and Phys. Sciences | .... | 2 | 2 | .... | .... | 4 | 1 | 3 | .... | .... | .... | .... | .... | .... | .... |
| Phys. and Bioc. Sciences | .... | 6 | 7 | .... | .... | 13 | 11 | 2 | .... | .... | 1 | .... | .... | .... | .... |
| Household Science | .... | 7 | 1 | .... | .... | 8 | 5 | 2 | 1 | .... | .... | .... | .... | .... | .... |
| Arts and Forestry | .... | 1 | .... | .... | .... | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... |
| Teachers' Course | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| Occasionals | .... | 1 | .... | .... | .... | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... |
| Totals | .... | 228 | 103 | 28 | 12 | 371 | 297 | 54 | 20 | 5 | 8 | 15 | 5 | 6 | 37 |

*Fourth Year.*

| Courses. | University. | Univ. Coll. | Vic. Coll. | Trin. Coll. | St. Michael's College. | Totals. | Passed. | Starred. | Failed. | Transferred. | Aegrotat. | B. L. | Deferred. | Def. B. L. | Pass. Deg. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| General | .... | 50 | 23 | 12 | .... | 85 | 63 | 21 | 1 | .... | .... | .... | .... | .... | .... |
| Classics | .... | 6 | 1 | 2 | .... | 9 | 9 | .... | .... | .... | .... | .... | .... | .... | .... |
| Greek and Hebrew | .... | 1 | .... | .... | .... | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... |
| Orientals | .... | 5 | 5 | .... | .... | 10 | 10 | .... | .... | .... | .... | .... | .... | .... | .... |
| English and History(Class.) | .... | 3 | .... | 1 | .... | 4 | 4 | .... | .... | .... | 1 | .... | .... | .... | .... |
| Moderns | .... | 13 | 10 | 6 | .... | 29 | 29 | .... | .... | .... | 2 | .... | .... | .... | .... |
| English and History (Mod.) | .... | 22 | 5 | 1 | .... | 28 | 28 | .... | .... | .... | .... | 1 | .... | .... | 1 |
| Political Science | .... | 26 | 13 | 3 | .... | 42 | 42 | .... | .... | .... | .... | 8 | .... | .... | 1 |
| Modern History | .... | 2 | .... | .... | .... | 2 | 2 | .... | .... | .... | .... | .... | .... | .... | .... |
| Philosophy | .... | 10 | 9 | 1 | 8 | 28 | 28 | .... | .... | .... | .... | 1 | .... | .... | 2 |
| Mathem. and Physics — Mathematics | .... | 5 | .... | 1 | .... | 6 | 6 | .... | .... | .... | .... | .... | .... | .... | .... |
| Mathem. and Physics — Physics | .... | 2 | 1 | .... | .... | 3 | 3 | .... | .... | .... | .... | .... | .... | .... | .... |
| Mathem. and Physics — Astr. and Phys. | .... | 2 | .... | .... | .... | 2 | 2 | .... | .... | .... | .... | .... | .... | .... | .... |
| Biology | .... | 1 | 3 | .... | .... | 4 | 4 | .... | .... | .... | .... | .... | .... | .... | .... |
| Geology and Mineralogy | .... | 4 | 1 | .... | .... | 5 | 5 | .... | .... | .... | .... | .... | .... | .... | .... |
| Chem. and Mineral'y, I. | .... | 6 | 2 | .... | .... | 8 | 8 | .... | .... | .... | .... | .... | .... | .... | .... |
| Chem. and Mineral'y, II. | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| Bio. and Phys. Sciences | .... | 4 | .... | .... | .... | 4 | 4 | .... | .... | .... | .... | .... | .... | .... | .... |
| Physio. and Biochem. Sc. | .... | 8 | 1 | 1 | .... | 10 | 10 | .... | .... | .... | .... | .... | .... | .... | .... |
| Household Science | .... | 5 | 4 | .... | .... | 9 | 8 | 1 | .... | .... | .... | .... | .... | .... | .... |
| Arts and Forestry | .... | 1 | .... | .... | .... | 1 | .... | 1 | .... | .... | .... | .... | .... | .... | .... |
| Teachers' Course | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| Occasionals | 2 | 3 | 2 | .... | .... | 7 | 7 | .... | .... | .... | .... | .... | .... | .... | .... |
| Totals | 2 | 179 | 80 | 28 | 8 | 297 | 273 | 23 | 1 | .... | 3 | 10 | .... | .... | 4 |

## (2) Faculty of Medicine.

| — | Passed with Honours. | Passed. | Starred. | Failed. |
|---|---|---|---|---|
| First Year | 2 | 76 | 27 | 10 |
| Second Year | 2 | 80 | 19 | 2 |
| Third Year | ..... | 89 | 37 | 4 |
| Fourth Year | 5 | 65 | 30 | ..... |

## (3) Faculty of Applied Science.

| — | Passed with Honours. | Passed. | Starred. | Failed. |
|---|---|---|---|---|
| First Year: | | | | |
| Civil Engineering | 41 | 85 | 29 | 14 |
| Mining Engineering | 13 | 18 | 4 | 4 |
| Mechanical Engineering | 4 | 15 | 5 | 10 |
| Architecture | 5 | 12 | 5 | ..... |
| Analytical and Applied Chemistry | 4 | 10 | 4 | 1 |
| Chemical Engineering | 2 | 5 | 2 | 1 |
| Electrical Engineering | 24 | 58 | 1 | 14 |
| Second Year: | | | | |
| Civil Engineering | 34 | 84 | 29 | 11 |
| Mining Engineering | 3 | 22 | 13 | 8 |
| Mechanical Engineering | 5 | 15 | 7 | 1 |
| Architecture | 2 | 5 | 2 | 1 |
| Analytical and Applied Chemistry | 1 | 5 | ..... | 1 |
| Chemical Engineering | 1 | 6 | ..... | 1 |
| Electrical Engineering | 15 | 36 | 19 | 4 |
| Third Year: | | | | |
| Civil Engineering | 15 | 60 | 23 | 3 |
| Mining Engineering | 4 | 15 | 5 | ..... |
| Mechanical Engineering | 2 | 13 | 4 | 1 |
| Architecture | 4 | 7 | 2 | ..... |
| Analytical and Applied Chemistry | 2 | 4 | 1 | ..... |
| Electrical Engineering | 10 | 32 | 8 | 3 |
| Chemical Engineering | 1 | 3 | ..... | ..... |
| Fourth Year | 42 | 161 | 11 | 2 |

### (4) Faculty of Forestry.

| | Passed with Honours. | Honours Deferred. | Failed. |
|---|---|---|---|
| First Year | 2 | 2 | 3 |
| Second Year | 1 | 4 | ..... |
| Third Year | 4 | 6 | 5 |
| Fourth Year | 9 | 3 | ..... |
| Fifth Year | ..... | 1 | ..... |
| | 16 | 16 | 8 |

### (5) Faculty of Education.

| | Passed with Honours. | Passed. | Failed. |
|---|---|---|---|
| General Course | 13 | 183 | ..... |
| Advanced Course | 14 | 70 | ..... |
| *Specialists | ..... | 43 | ..... |
| B. Pæd | ..... | ..... | ..... |
| D. Pæd | ..... | 1 | ..... |
| Number who failed in whole or part | ..... | ..... | 26 |

*Many of these are included among those who passed in the General or Advanced Courses.

### (6) Faculty of Household Science.

| | Passed. | Starred. | Failed. |
|---|---|---|---|
| Two Year, Normal Course | 16 | ..... | ..... |
| One Year, Normal Course | 6 | ..... | ..... |
| Occasional Students | 3 | ..... | ..... |

## APPENDIX D.

### Geographical Distribution of Students.

The geographical distribution of students is as follows:

FACULTY OF ARTS.

| | University of Toronto. | University College. | Victoria College. | Trinity College. | St. Michael's College. | Total. |
|---|---|---|---|---|---|---|
| Ontario: (1) Province | 229 | 480 | 307 | 103 | 53 | 1,172 |
| (2) Toronto | 106 | 437 | 101 | 31 | 20 | 695 |
| Nova Scotia | 1 | 3 | ..... | ..... | ..... | 7 |
| New Brunswick | 2 | 8 | 1 | ..... | ..... | 11 |
| Prince Edward Island | 1 | 2 | ..... | ..... | ..... | 3 |
| Quebec | 8 | 2 | 3 | 1 | ..... | 14 |
| Manitoba | 20 | 17 | 4 | ..... | ..... | 41 |
| Saskatchewan | 26 | 37 | 31 | 1 | ..... | 95 |
| Alberta | 8 | 38 | 12 | 4 | 1 | 63 |
| British Columbia | 6 | 20 | 29 | 4 | ..... | 59 |
| United States | 66 | 18 | 4 | 10 | 7 | 105 |
| Elsewhere | 10 | 44 | 22 | 9 | 2 | 87 |
| Totals | 486 | 1,106 | 514 | 163 | 83 | 2,352 |

## FACULTY OF MEDICINE.

| | |
|---|---|
| Ontario: | |
| (1) Province | 260 |
| (2) Toronto | 120 |
| Nova Scotia | 4 |
| Quebec | 2 |
| Manitoba | 8 |
| Saskatchewan | 26 |
| Alberta | 29 |
| British Columbia | 10 |
| United States | 3 |
| Elsewhere | 8 |

## FACULTY OF APPLIED SCIENCE.

| | |
|---|---|
| Ontario: | |
| (1) Province | 385 |
| (2) Toronto | 296 |
| Nova Scotia | 3 |
| Quebec | 5 |
| Manitoba | 14 |
| Saskatchewan | 24 |
| Alberta | 16 |
| British Columbia | 30 |
| Yukon Territory | 3 |
| Elsewhere | 17 |

## FACULTY OF EDUCATION.

| | |
|---|---|
| Ontario: | |
| (1) Province | 244 |
| (2) Toronto | 51 |
| New Brunswick | 1 |
| Quebec | 1 |
| Manitoba | 1 |
| Saskatchewan | 2 |
| Alberta | 3 |
| British Columbia | 1 |
| United States | 1 |

## FACULTY OF FORESTRY.

| | |
|---|---|
| Ontario: | |
| (1) Province | 12 |
| (2) Toronto | 18 |
| Nova Scotia | 2 |
| New Brunswick | 1 |
| Quebec | 1 |
| Saskatchewan | 1 |
| British Columbia | 2 |
| United States | 2 |
| Elsewhere | 1 |

## FACULTY OF HOUSEHOLD SCIENCE.

| | |
|---|---|
| Ontario: | |
| (1) Province | 17 |
| (2) Toronto | 105 |
| Nova Scotia | 2 |
| Manitoba | 2 |
| Alberta | 1 |
| British Columbia | 1 |
| United States | 4 |
| Elsewhere | 2 |

SUMMARY.

| | Faculty of Arts. | Faculty of Medicine. | Faculty of Applied Science. | Faculty of Education. | Faculty of Forestry. | Faculty of Household Science. | Totals. |
|---|---|---|---|---|---|---|---|
| Ontario: | | | | | | | |
| (1) Province | 1,172 | 260 | 385 | 244 | 12 | 17 | 2,090 |
| (2) Toronto | 695 | 120 | 296 | 51 | 18 | 105 | 1,285 |
| Nova Scotia | 7 | 4 | 3 | ..... | 2 | 2 | 18 |
| New Brunswick | 11 | ..... | ..... | 1 | 1 | ..... | 13 |
| Prince Edward Island | 3 | ..... | ..... | ..... | ..... | ..... | 3 |
| Quebec | 14 | 2 | 5 | 1 | 1 | ..... | 23 |
| Manitoba | 41 | 8 | 14 | 1 | ..... | 2 | 66 |
| Saskatchewan | 95 | 26 | 24 | 2 | 1 | ..... | 148 |
| Alberta | 63 | 29 | 16 | 3 | ..... | 1 | 112 |
| British Columbia | 59 | 10 | 30 | 1 | 2 | 1 | 103 |
| Yukon Territory | ..... | 1 | 3 | ..... | ..... | ..... | 4 |
| United States | 105 | 3 | ..... | 1 | 2 | 4 | 115 |
| Elsewhere | 87 | 7 | 17 | ..... | 1 | 2 | 114 |
| Occasionals | ..... | 49 | 5 | ..... | ..... | ..... | 54 |
| | 2,352 | 519 | 798 | 305 | 40 | 134 | 4,148 |
| | | | | | Less counted twice .. | | 12 |
| | | | | | | | 4,136 |

The students from the Province of Ontario are distributed as follows:

| County. | Faculty of Arts. | Medicine. | Applied Science. | Education. | Forestry. | Household Science. | Totals. |
|---|---|---|---|---|---|---|---|
| Algoma | 14 | 4 | 6 | | | | 24 |
| Brant | 28 | 11 | 16 | 10 | 1 | | 66 |
| Bruce | 22 | 4 | 10 | 12 | | | 48 |
| Carleton | 46 | 4 | 10 | 2 | 1 | 1 | 64 |
| Dufferin | 9 | 3 | 3 | 1 | | | 16 |
| Dundas | 15 | | 1 | | 1 | | 17 |
| Durham | 23 | 6 | 10 | 4 | | | 43 |
| Elgin | 27 | 6 | 6 | 4 | | 1 | 44 |
| Essex | 17 | 12 | 12 | 4 | | 1 | 46 |
| Frontenac | 5 | | | | | | 5 |
| Grenville | 10 | 1 | 3 | 2 | 1 | | 17 |
| Grey | 32 | 14 | 18 | 10 | | | 74 |
| Haldimand | 16 | 4 | 4 | 5 | 1 | | 30 |
| Haliburton | | | | | | | |
| Halton | 23 | 8 | 9 | 3 | | 1 | 44 |
| Hastings | 33 | 6 | 8 | 5 | | | 52 |
| Huron | 49 | 8 | 17 | 18 | | 1 | 93 |
| Kent | 22 | 16 | 10 | 6 | | 2 | 56 |
| Lambton | 25 | 12 | 12 | 12 | | | 61 |
| Lanark | 13 | 2 | 4 | 3 | 2 | | 24 |
| Leeds | 18 | 1 | 1 | | | 1 | 21 |
| Lennox and Addington | 8 | | | 2 | | 1 | 11 |
| Lincoln | 32 | 4 | 15 | 4 | | | 55 |
| Middlesex | 60 | 5 | 21 | 18 | 2 | | 106 |
| Muskoka | 14 | 2 | 3 | 1 | | | 20 |
| Nipissing | 15 | 6 | 6 | 1 | | | 28 |
| Norfolk | 15 | 5 | 7 | 4 | | | 31 |
| Northumberland | 33 | 3 | 3 | 4 | | | 43 |
| Ontario | 43 | 5 | 10 | 3 | 1 | 2 | 64 |
| Oxford | 45 | 2 | 15 | 13 | | 1 | 76 |
| Parry Sound | 8 | 1 | 1 | | | | 10 |
| Peel | 36 | 5 | 7 | 7 | 1 | | 56 |
| Perth | 43 | 7 | 9 | 10 | | 1 | 70 |
| Peterborough | 19 | 5 | 18 | 9 | | | 51 |
| Prescott | 5 | 1 | 1 | 1 | | | 8 |
| Prince Edward | 9 | 2 | | 1 | | | 12 |
| Rainy River | 3 | | 1 | | | | 4 |
| Renfrew | 13 | 2 | 5 | | | 1 | 21 |
| Russell | 2 | | 1 | | | | 3 |
| Simcoe | 64 | 18 | 12 | 14 | | 1 | 109 |
| Stormont | 3 | | 1 | | | | 4 |
| Thunder Bay | 3 | 2 | 3 | 3 | | | 11 |
| Victoria | 19 | 6 | 3 | 3 | | | 31 |
| Waterloo | 22 | 7 | 20 | 2 | 1 | 1 | 53 |
| Welland | 26 | 5 | 11 | 2 | | | 44 |
| Wellington | 47 | 4 | 9 | 18 | | | 78 |
| Wentworth | 66 | 23 | 13 | 13 | | | 115 |
| York | 72 | 13 | 17 | 10 | | 1 | 113 |
| Toronto | 695 | 120 | 284 | 51 | 19 | 69 | 1,238 |
| Totals | 1,867 | 375 | 656 | 295 | 31 | 86 | 3,310 |

## APPENDIX E.

### Publications by Members of the Staff.

*Faculty of Arts.*

Blewett, G. J.—"The Christian View of the World." (Yale Univ. Press, March 20th, 1912.)

Buchanan, M.A.—"Spanish Literature: Histories (1891-1911)." (Völlmoller's Kritischer Jahresbericht über die Fortschritte der romanischen Philologie, Vol. XII.)

Burton, E. F., in collaboration with W. B. Wiegand.—"Effect of Electricity on Streams of Water Drops." "On the Relation between the Adiabatic and Isothermal Young's Moduli of Metals." (Proc. Roy. Soc. Can. Sec. 3, 1911, pp. 17-22.)" "An Experiment to show the Mechanical Tension excited by an Electrical Charge on a Conductor." (Cambridge Phil. Soc. Jan., 1912.)

Chant, C. A.—"Ontario High School Physics and High School Laboratory Manual in Physics." (Copp Clark Co., Toronto, Jan., 1912). "Supplement to Merchant's Elementary Mechanics, dealing with the phenomena of Surface Tension and the Flow of Liquids." (Copp Clark Co., Jan., 1912.) "A series of six articles on astronomical topics, The Westminster, July to December, 1911."

Clawson, W. H.—"A Review of Lydgate's Serpent of Division" (edited by H. N. MacCracken, Oxford University Press), (Yale Review, Vol. I., No. I., October, 1911.)

Coleman, A. P.—"Canadian Rockies, New and Old Trails." (Fisher Unwin.) "Climate and Physical Conditions of the Keewatin." (Journal of Geology.)

Cudmore, S. A.—"Economics with special reference to Canadian Conditions."

Dawes, H. F.—"On the Ionisation by Collision in the Gases Helium and Argon."

Dempster, A. J.—"On the Mobilities of Ions in Air at High Pressures." (Phys. Rev., Vol. XXIV., Jan., 1912, and Proc. Roy. Soc. Can., 1911.)

DeWitt, N. W.—"Review of Birt's Jugendverse und Heimatpoesie Vergils." (Amer. Jour. of Phil., No. 128, pp. 448-458.)

Edgar, O. P., in collaboration with J. Squair.—"The Poetry of Victor Hugo." (Ginn & Co.).

Faull, J. H.—"The Cytology of the Laboulbeniales." (Annals of Botany, Vol. XXV., July, 1911.)

"The Cytology of the Laboulbenia chaetophora and L. Gyrinidarum." (Annals of Botany, Vol. XXVI., April., 1912.)

Fields, J. C.—"A Method of proving certain theorems relating to rational functions which are adjoint to an algebraic equation for a given value of the independent variable." (Transactions of the American Mathematical Society.)

"A Method of proving certain theorems relating to Adjointness." (Proceedings of the London Mathematical Society.)

"Relations connecting the branch points and the double points of an algebraic curve." (British Assoc. for the Advancement of Science.)

"Proofs of certain theorems relating to adjoint orders of coincidence." (Brit. Assoc. for the Advancement of Science.)

"Theory of the algebraic functions." (Royal Society, London.)

Fraser, C. G.—"Induced hermaphrodism in Acer negundo L. (with plate)." (June number of Torreya.)

Fraser, W. H., in collaboration with W. H. van der Smissen.—"German Grammar and Exercises." (Harrap & Co., London.)

Gordon, Miss Marjorie.—"Ray Tracheids in Sequoia Sempervirens." (New Phytologist, January, 1912.)

Hume, J. G.—"The Ethics of Freedom." (From the original shorthand notes of the late Professor George Paxton Young, M.A., LL.D., selected, translated, arranged.)

Jackson, G.—"The Missionary Idea in the Gospels." (Expository Times, November, 1911.)

Kennedy, W. T.—"On the number of Delta Particles Expelled Concurrently with each Alpha Particle." (Proc. Roy. Soc., Can., 1911.)

Kenrick, F. B.—"Some Lecture Experiments on Surface Tension."

"Some Lantern Experiments on Reactions in Non-homogeneous Systems." (Journal of Physical Chemistry.)

Keys, D. R.—"A Message from Munich." (The Ontario Educational Association. Proceedings O.E.A. Wm. Briggs, Toronto.)

Lang, A. E.—"Ontario High School German Reader." (Wm. Briggs, Toronto; 8, 118 pp.)

Lang, W. R.—"Lecture Experiment to illustrate Dust Explosions."

"The Surface Areas of certain finely divided combustible solids." In collaboration with H. Lloyd. (Proceedings of the Chemical Society, Vol. 27; No. 388.)

"Note on some metallic compounds of Substituted Ammonias." (Proceedings of the Chemical Society, Vol. 27; No. 387.)

Lefroy, A. H. F.—"Federal Constitution of Canada." (New Encyclopedia of Canada and its Provinces. Published by Robert Glasgow and The Publishers Association of Canada, Ltd.)

Mackenzie, M. A.—"Interest and Bond Values." (University Press, and C. & E. Layton, London.)

McLennan, J. C.—"Presidential Address before the Royal Society of Canada, Section III., May, 1911." (Proc. Roy. Soc., Can., 1911.)

In collaboration with E. N. Macallum.—"The Intensity of the Earth's Penetrating Radiation at different Altitudes, and a Secondary Radiation excited by it." (Proc. Roy. Soc., Can., 1911, and Phil. Mag., Oct., 1911.)

McMurrich, J. P.—"The Actiniaria of Passamaquoddy Bay." (Proceedings and Transactions of the Royal Society of Canada, Ser. 3, Vol. 4.)

"Der Mund und seine Organe." (In Handbuch der Entwicklungsgeschichte des Menschen, herausgegeben von F. Keibel und F. P. Mall, Leipzig.)

"The Life Cycles of the Pacific Coast Salmon belonging to the Genus Oncorhynchus, as revealed by their Scale and Otolith Markings." (Royal Society of Canada.)

Miller, W. L.—"The Chemical Philosophy of the High School Textbooks." (Science, N.S. Vol. XXXIV. pp. 257-263. September, 1911.)

"The effect of Diffusion on the Electromotive Force produced in solutions by Centrifugal action." (The American Electro-chemical Society, Boston meeting, April, 1912.)

Parsons, A. L.—"Gold Fields of the Lake of the Woods, Manitou and Dryden, Second Report." (Ontario Bureau of Mines.)

Pound, V. E.—"On the Secondary Rays Excited by the Alpha Rays from Polonium." (Phil. Mag., May, 1912, and University of Toronto Studies.)

Sissons, C. B.—"The University and the Schoolmaster." (University Magazine, Febr., 1912.)

Smith, G. O.—"Roman Britain." (University Magazine, Oct., 1911.)

Squair, J., in collaboration with O. P. Edgar.—"The Poetry of Victor Hugo." (Ginn & Co.)

Thompson, W. P.—"Ray Tracheids in Abies." (Botanical Gazette, April, 1912.)

Thomson, A.—"Measurements of Precision on the Penetrating Radiation of the Earth." (Proc. Roy. Soc., Can., 1911.)

Thomson, R. B.—"The Need of a Botanic Garden in Toronto." (With illustration), (Toronto Horticultural Society Report, January, 1912.)

In collaboration with A. E. Allin.—"Do the Abietineae Extend to the Carboniferous" (with plate and two text figures), (Botanical Gazette, April, 1912.)

Van der Smissen, W. H., in collaboration with W. H. Fraser.—"German Grammar and Exercises." (Harrap & Co., London.)

Walker, E. M.—"On the habits and stridulation of Idionatus brevipes. Candell and other notes on Orthoptera." . (Canadian Entomologist, September, 1911.)

"The North American Dragonflies of the genus Aeshna." (University Studies, Biological Series, No. 11.)

"President's Address," (49th Ann. Rep. Ent. Soc., Ont., 1912.)

"Some Forest Insects from De Grassi Point, Lake Simcoe." (49th Ann. Rep. Ent. Soc., Ont., 1912..)

Walker, T. L.—"Recently discovered Wolframite deposits in New Brunswick." (Economic Geology, p. 396, 1911.)

"Report on the Molybdenum Ores of Canada." (Bulletin No. 93, Mines Branch, Ottawa, 1911.)

"The Gold Fields of New Ontario—translation of a paper by Walter Baelz." (Canadian Mining Journal, p. 299, 1912.)

Wallace, W. S.—"The Mythical Town of Brest." (Canadian Magazine, October, 1911.)

"The Patent Combination: An account of the First Administration of Ontario." (Canadian Magazine, January, 1912.)

"The Bibliography of Canadiana." (University Magazine, May, 1912.)

"The French Canadian Question from a Constitutional Standpoint." (Canadian Magazine, June, 1912.)

"The Review of Historical Publications relating to Canada"—in collaboration with G. M. Wrong. "Canada." (In the Historischer Jahresbericht.)

Wrong, G.M.—"The Ontario High School History of England" (a new edition of The British Nation). (Morang & Co., Toronto, 1912, pp. VIII.—536.)

"The Review of Historical Publications relating to Canada" in collaboration with W. S. Wallace. (The University Library, 1912, pp. 220.)

"Sir Daniel Wilson." (The Arbor, Jan., 1912, pp. 150-160.)

"The Relations of the Legislature to the Executive Power in Canada." (Proceedings of the American Political Science Association. 8th Annual Meeting, pp. 173-180.)

*Faculty of Medicine.*

Bruce, H. A.—"Cancer of the Stomach." (Canadian Medical Association Journal, September, 1911.)

"Treatment of Appendicitis." (Canadian Practitioner and Review, April, 1912.)

"Some Acute Abdominal Emergencies." (Canadian Medical Association Journal, May, 1912.)

Elliott, J. H., in collaboration with H. S. Raper.—"Note on a case of Pentosuria, presenting unusual Features." (Journal of Biological Chemistry, April, 1912.)

Henderson, V. E.—"Materia Medica and Pharmacy." (Text book. Second edition rewritten and enlarged.)

"The Functional Activity of the Heart." (Canadian Practitioner, Vol. 36, 1911, p. 672.)

Jones, E.—"Reflections on Some Criticisms of the Psycho-Analytic Method of Treatment." (American Journal of the Medical Sciences, July, 1911.)

"The Relationship between Dreams and Psychoneurotic Symptoms." (American Journal of Insanity, July, 1911.)

"Ein Beispiel von literarischer Verwertung des Versprechens." (Zentralblatt für Psychoanalyse, August, 1911.)

"Das Problem des 'Gemeinsamen Sterbens,' namentlich mit Bezug auf den Selbstmord Heinrich von Kleist's." (Zentralblatt für Psychoanalyse, September, 1911.)

"Darwin über das Vergessen." (Zentralblatt für Psychoanalyse, September, 1911.)

"The Deviation of the Tongue in Hemiplegia." (Journal of Nervous and Mental Disease, October, 1911.)

"The Psychopathology of Everyday Life." (American Journal of Psychology, October, 1911.)

"Analyse eines Falles von Namenvergessen." (Zentralblatt für Psychoanalyse, November, 1911.)

"A Review of the Recent Literature in England and America on Clinical Psychology and Psychopathology." (Archives of Neurology and Psychiatry, 1911.)

"Ein klares Beispiel sekundärer Bearbeitung." (Zentralblatt für Psychoanalyse, December, 1911.)

"The Therapeutic Action of the Psycho-Analysis." (Review of Neurology and Psychiatry, February, 1912.)

"Unbewusste Zahlenbehandlungen." (Zentralblatt für Psychoanalyse, February, 1912.)

"A Forgotten Dream: Contribution on the Oedipus Saving Phantasy." (Journal of Abnormal Psychology, April, 1912.)

"The Value of Sublimating Processes for Education and Re-education." (Journal of Educational Psychology, May, 1912.)

"Ein Ungewöhnlicher Fall von Gemeinsamen Sterben." (Zentralblatt für Psychoanalyse, May, 1912.)

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"Hemorrhage into the Peritoneal Cavity caused by Accidental Rupture of the Ovary" (Annals of Surgery, 1912.)

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"The Coagulation time of the blood in various diseases." (Trans. of the Association of Amer. Physicians, 1911. (American Jour. of the Med. Sciences, 1911.)
"The Treatment of Pneumonia." (Journal of the Canadian Med. Association, 1911.)
"Non-operative Treatment of Appendicitis." (Journal of the Canadian Med. Association, Oct., 1911.)
"Treatment of Chronic Constipation." (Canadian Practitioner and Review, 1911.)
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"The dangers of low feeding in infants." (International Clinics, June, 1912).

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"Difficulties in Breast Feeding." (Canadian Practitioner and Review. Febr., 1912.)
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Watt, J. C.—"The Buccal Mucous Membrane." (Anatomical Record, Vol. 5., No. 9.)
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Wilson, G. E.—"Diagnostic Value of the Cystoscope." (Dominion Medical Monthly.)
"Traumatic lesions of the cord without injury to the spinal column." (The Canadian Medical Association Journal.)

*Faculty of Applied Science.*

Anderson, G. R.—"Stereographic Measurement." (The Canadian Engineer, March 28th, 1912.)
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"The Hydraulic and Mechanical Laboratories of the University of Toronto." (Engineering, London, Febr. 23 and March 1, 1912.)
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Guess, G. A.—"Notes on Pyritic Smelting." (Engineering and Mining Journal, January 13th, 1912.)
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"Open Hearth vs. Bessemer Steel." (Canadian Engineer.)
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"Superheating and the Superheater." (Power, Nov. 7th, 1911.)
"The Corrosion of Boiler Tubes." (Power, Jan. 16th, 1912.)
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"The Principles of Specification and Agreement Writing." (The Canadian Engineer.)
"The Young Engineer and the Technical Societies." (Applied Science, March, 1912.)

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Fernow, B. E.—"History of Forestry." Revised and enlarged edition.
"Review of Bulletins 1-27, Dominion Forestry Branch, Ottawa." (Historical Publications, University of Toronto Studies.)
"Report on Forest Fire Legislation." (Canadian Forestry Association.)
"Instructions for Fire Control by Railroads." (Commission of Conservation and Railway Commission.)

## AUDITOR'S REPORT.

TORONTO, 3rd September, 1912.

*To the Governors of the University of Toronto:*

GENTLEMEN,—Herewith I present the Financial Statement of the University for the fiscal year ending 30th June, 1912, and beg to report that all the transactions of the year upon Revenue Account and Capital Account have been duly audited and approved of.

Yours faithfully,

W. H. CROSS,
*Auditor,*

# FINANCIAL STATEMENT.

## APPENDIX I.

BALANCE SHEET, 30TH JUNE, 1912.

*Funds.*

| | | | |
|---|---|---|---|
| General Endowments Fund | Schedule 1 | $4,285,582 80 | |
| Specific Endowment Funds | " 2 | 120,516 94 | |
| Retirement Fund | " 3 | 74,059 31 | |
| Trust Funds | " 4*a* | 20,723 06 | |
| Equipment Funds | " 4*b* | 22,315 06 | |
| Annuity Debentures | " 4*c* | 919,878 94 | |
| Contingent Funds | " 5 | 125,461 58 | |
| | | | $5,568,537 69 |

*Assets.*

| | | | |
|---|---|---|---|
| Site Lands, Buildings and Contents | Schedule 6 | $4,451,353 61 | |
| Unproductive Lands | " 7 | 155,341 96 | |
| Leased Properties | " 8 | 727,345 97 | |
| Investments and Cash | " 9 | 234,496 15 | |
| | | | $5,568,537 69 |

SCHEDULE 1.

*General Endowments Fund.*

| | | | |
|---|---|---|---|
| Additions from Revenue: | | | |
| Library proper, value of additions for 1911-12, as per accession catalogue... | $14,599 50 | | |
| Less 3% depreciation upon $206,276.28.. | 6,188 28 | | |
| | | $8,411 22 | |
| Convocation Hall Advance: | | | |
| Restoration from proceeds of Wild Lands sales received in 1911-12, being a sixth instalment | | 1,248 87 | |
| Annuity Debentures: | | | |
| Portion of 1911-12 instalments reducing principal: | | | |
| Third instalment of issue, July, 1909... | $5,690 71 | | |
| First instalment of issue, Jan., 1911... | 1,368 00 | | |
| First instalment of issue, Jan., 1911... | 3,157 00 | | |
| | | 10,215 71 | |
| Central Power Plant: | | | |
| Restoration of repayments during the year upon actual outlays of $282,920.32 | | 7,146 57 | |
| Athletic Field Stadium and Equipment: | | | |
| Restoration of principal repayments during the year.. | | 5,681 65 | |
| Convocation Hall Organ: | | | |
| Cost of instrument as installed | | 19,603 11 | |
| | | | $52,307 13 |

*General Endowments Fund.*—Continued.

| | | | |
|---|---|---|---|
| Additions from increased Equipment: | | | |
| Pathological Building Site: | | | |
| Value of 31,252 square feet as declared by the agreement between the University and the Toronto General Hospital, 1 December, 1910, validated by 1 Geo. V., Cap. 80 | | 38,500 00 | |
| Library Building: | | | |
| Cost of completed extension | | 217,409 85 | |
| Education Building: | | | |
| Cost of construction and equipment | | 194,383 47 | |
| Renewal of lease of Lot No. 19, University Park, for 21 years from 1st July, 1912, to the Department of Public Works, Province of Ontario, at $250, an increased valuation upon a five per cent. basis of | | 2,200 00 | |
| Leased land, not renewed, Lot No. 18, University Park, taken over for use by the University and charged to Site Lands at forty cents per foot, 15,681 square feet... | | 6,272 40 | |
| | | | 458,765 72 |
| Additions otherwise: | | | |
| Frontage Licenses: | | | |
| Henry Rottenberg | $335 00 | | |
| R. Home Smith | 328 33 | | |
| J. F. Faudener | 83 75 | | |
| | | $747 08 | |
| Sale of south half, Lot 11, Concession 1, Township of Charlotteville, to David Osborne | | 250 00 | |
| Upper Canada College Block: | | | |
| To reverse entry of 30 June, 1905 | | 172,875 40 | |
| | | | 173,872 48 |
| | | | $684,945 33 |
| *Less.* | | | |
| Museum Site Lands vested in Royal Ontario Museum under 2 Geo. V., Cap. 80 | | $51,002 80 | |
| Gymnasium building demolished | | 36,288 46 | |
| Pathological building equipment: | | | |
| Appropriation for equipment of new building | | 45,000 00 | |
| Central Power Plant: | | | |
| Liability authorized for construction | | 375,000 00 | |
| | | | 507,291 26 |
| | | | $177,654 07 |
| Fund as per return of 30 June, 1911 | | | 4,107,928 73 |
| Return of 30 June, 1912 | | | $4,285,582 80 |

SCHEDULE 2.

*Scholarship Trust Funds.*

| | |
|---|---|
| Blake, Matriculation | $27,697 14 |
| Mackenzie Memorial Fund | 18,709 60 |
| McCharles Bequest | 10,700 00 |
| James H. Richardson Research Fellowship | 10,000 00 |
| Starr Bequest | 5,608 50 |
| George Brown, Medical Science | 5,391 72 |

*Scholarship Trust Funds.*—Continued.

| | | |
|---|---|---|
| Pearson Kirkman Marfleet Fellowship | 5,304 00 | |
| Blake, Science and Moderns | 3,750 00 | |
| Young Memorial Fund | 3,554 76 | |
| Fulton Bequest | 3,351 30 | |
| Mary Mulock, Classics | 2,838 74 | |
| George A. Peters Scholarship | 2,600 00 | |
| A. A. A. S. Scholarship, Physics | 2,350 00 | |
| Gibson, Matriculation | 2,075 00 | |
| John Macdonald, Philosophy | 2,030 00 | |
| Moss, Classics | 2,000 00 | |
| William Mulock, Classics and Mathematics | 2,000 00 | |
| Daniel Wilson, Natural Science | 2,000 00 | |
| All Souls Historical Essay Prize | 1,700 80 | |
| Bankers', Political Science | 1,200 00 | |
| George Brown, Modern Languages | 1,128 34 | |
| William Ramsay, Political Economy | 1,009 42 | |
| Julius Rossin, German | 1,000 00 | |
| Prince of Wales, General Proficiency | 950 00 | |
| Chappell Prize | 516 80 | |
| Lyle Medal | 320 82 | |
| Reeve Scholarship | 250 00 | |
| Squair French Prose Prize | 250 00 | |
| Boiler Inspection and Insurance Company Scholarship | 130 00 | |
| Board of Trade, Commercial | 100 00 | |
| | | $120,516 94 |
| Return of 30 June, 1911 | $106,902 04 | |
| Interest written to endowments | 4,271 90 | |
| Income from bonds, Gibson Scholarship | 175 00 | |
| Income from farm, Starr Bequest | 120 00 | |
| Receipts: | | |
| James H. Richardson Research Fellowship | 10,000 00 | |
| George A. Peters Scholarship | 2,500 00 | |
| Boiler Inspection and Insurance Co. Scholarship | 130 00 | |
| Squair French Prose Prize | 250 00 | |
| | $124,348 94 | |
| Scholarship expenditures | 3,832 00 | |
| Return of 30 June, 1912 | | $120,516 94 |

SCHEDULE 3.

*Retirement Fund, Beneficiaries, 30 June, 1912.*

| | | |
|---|---|---|
| R. A. Falconer | $6,056 20 | |
| W. J. Alexander | 11,605 60 | |
| Maurice Hutton | 11,605 60 | |
| J. G. Hume | 10,810 27 | |
| W. H. Fraser | 7,087 19 | |
| W. Lash Miller | 4,492 12 | |
| W. S. Milner | 4,307 79 | |
| T. L. Walker | 3,617 86 | |
| A. P Coleman | 2,073 38 | |
| W. H. Ellis | 2,073 38 | |
| John Galbraith | 2,073 38 | |
| B. A. Bensley | 1,467 67 | |
| J. C. Fields | 1,343 40 | |
| W. A. Parks | 1,260 25 | |
| R. W. Angus | 946 50 | |
| J. W. Bain | 890 64 | |
| H. W. Price | 628 48 | |
| R. B Thomson | 591 20 | |
| E. M. Walker | 524 00 | |
| E. G. R. Ardagh | 499 85 | |
| James Christie | 104 55 | |
| | | $74,059 31 |

*Retirement Fund, Beneficiaries, 30 June, 1912.—Continued.*

| | | | |
|---|---|---|---|
| Fund of 30 June, 1911 | | $76,456 06 | |
| Contributions, 1911-12 | | 6,516 25 | |
| Interest | | 3,488 94 | |
| | | $86,461 25 | |
| Withdrawals: | | | |
| J. Squair | $7,087 19 | | |
| J. H. Faull | 1,310 71 | | |
| H. Montgomery | 1,206 54 | | |
| C. T. Currelly | 839 14 | | |
| T. Eakin | 770 92 | | |
| V. E. Henderson | 718 76 | | |
| M. C. Boswell | 468 68 | | |
| | | 12,401 94 | |
| Return of 30 June, 1912 | | | $74,059 31 |

SCHEDULE 4*a*.

*Trust Funds.*

| | | |
|---|---|---|
| King Alfred Millenary Fund | $10,513 03 | |
| Phillips Stewart Bequest | 1,422 40 | |
| University Studies | 1,673 75 | |
| Ontario Archaeology, Special Fund | 485 00 | |
| Botanic Garden, Special Fund | 659 23 | |
| Men's Residence Deposits | 1,185 00 | |
| Women's Residence Deposits | 490 00 | |
| Sir William Meredith Portrait Fund | 1,269 60 | |
| Dr. James Loudon Portrait Fund | 1,142 73 | |
| John Langton Memorial | 30 00 | |
| Sir William Mulock | 852 32 | |
| Thomas L. Wilson (*re* McCharles Prize) | 1,000 00 | |
| | | $20,723 06 |

| | | |
|---|---|---|
| Return of 30 June, 1911 | $34,110 96 | |
| Interest appropriations | 484 82 | |
| Receipts: | | |
| Convocation Hall Organ Fund | 1,505 43 | |
| University Studies | 665 93 | |
| Botanic Garden, Special Fund | 500 00 | |
| Women's Residence (proceeds from sales of Wild Lands, 3 Edw. VII., Cap. 36) | 640 25 | |
| Men's Residence Deposits | 1,110 00 | |
| Women's Residence Deposits | 415 00 | |
| Sir William Meredith Portrait Fund | 225 00 | |
| Thomas L. Wilson | 1,000 00 | |
| | | $40,657 39 |
| Expenditures: | | |
| Convocation Hall Organ Fund | $15,042 26 | |
| King Alfred Millenary Fund | 314 20 | |
| Phillips Stewart Bequest | 183 73 | |
| University Studies | 313 35 | |
| Botanic Garden, Special Fund | 340 77 | |
| Men's Residence Deposits | 900 00 | |
| Women's Residence Deposits | 185 00 | |
| Women's Residence Subscription Account | 2,553 62 | |
| Sir William Meredith Portrait Fund | 1 40 | |
| Saturday Lectures, Special Fund | 100 00 | |
| | | 19,934 33 |
| Return of 30 June, 1912 | | $20.723 06 |

SCHEDULE 4*b*.

*Equipment Funds.*

| | | |
|---|---|---|
| Education Building: | | |
| Unexpended on 30 June, 1911 | $37,427 81 | |
| Outlays during 1911-12, as per Appendix VI. | 8,011 28 | |
| | $29,416 53 | |
| Portion of vote unused and written back to close account | 5,616 53 | |
| (Purchase money balance payable 1 Sept., 1912) | | $23,800 00 |
| Library Extension: | | |
| Unexpended on 30 June, 1911 | $9,391 70 | |
| Further appropriations: | | |
| Balance of issue of 15 July, 1909 | 10,256 79 | |
| Balance unused of Education building vote | 5,616 53 | |
| Charged to University Press | 599 53 | |
| | $25,864 55 | |
| Outlays during 1911-12, as per Appendix VI. | 25,864 55 | |
| Athletic Field: | | |
| Outlays during 1911-12, as per Appendix VI. | 19,534 46 | |
| Expended during 1910-11, as per return | 16,283 42 | |
| | $35,817 88 | |
| Unused of appropriations | 182 12 | |
| Restored to Contingent Fund (Schedule 5*a*), as per By-Law No. 22 | $36,000 00 | |
| Pathological Building: | | |
| Unexpended on 30 June, 1911 | 86,827 94 | |
| Appropriation for Equipment | 45,000 00 | |
| | $131,827 94 | |
| Outlay during 1911-12, as per Appendix VI. | 100,203 97 | |
| | | 31,623 97 |
| Central Power Plant: | | |
| Outlays during 1911-12, as per Appendix VI. | $179,062 83 | |
| Expended during 1910-11, as per return | 103,857 99 | |
| | $282,920 82 | |
| *Less.* | | |
| Contractors' Deposits | 4,165 00 | |
| | $278,755 82 | |
| Appropriations | 375,000 00 | |
| | | 96,244 18 |
| | | $151,668 15 |
| Museum Building: | | |
| Unexpended 30 June, 1911 | $2,059 48 | |
| Received from Provincial Government | 50,000 00 | |
| | $52,059 48 | |
| Outlays during 1911-12, as per Appendix VI. | 181,412 57 | |
| | | 129,353 09 |
| | | $22,315 06 |

SCHEDULE 4c.

*Annuity Debentures.*

| | |
|---|---|
| Issue of July, 1909, $500,000, repayable in forty equal annual amounts of $25,260 each. | |
| Value as on 30 June, 1912, of the (thirty-seven) outstanding instalments | $483,541 44 |
| Issue of January, 1911, under 1 George V., Cap. 80, for construction of Pathological building, $130,000, repayable in forty equal annual amounts of $6,568 each. | |
| Value as on 30 June, 1912, of the (thirty-nine) outstanding instalments | 128,632 00 |
| Accrued on 30 June, 1912, of second payment and charged to Revenue, 1911-12 | 3,284 00 |
| Issue of January, 1911, under 1 George V., Cap. 80, as a grant towards construction of Toronto General Hospital, $300,000, repayable in forty equal annual amounts of $15,157 each. | |
| Value as on 30 June, 1912, of the (thirty-nine) outstanding instalments | 296,843 00 |
| Accrued on 30 June, 1912, of second payment and charged to Revenue, 1911-12 | 7,578 50 |
| Outstanding as of 30 June, 1912 | $919,878 94 |

SCHEDULE 5a.

*Contingent Funds.*

| | | | |
|---|---|---|---|
| Contingent Fund (Investment Reserve): | | | |
| Fund of 30 June, 1911 | | | $22,603 15 |
| Superintendent's stores on hand (Appendix V) | | $2,712 39 | |
| Interim appropriations in advance for 1912-13: | | | |
| Bio-Chemistry | $759 40 | | |
| Physiology | 2,818 86 | | |
| Pharmacology | 169 75 | | |
| | | 3,748 01 | |
| Convocation Hall Organ: | | | |
| Outlays as per Appendix VI., $19,603.11, less Organ Fund account to 30 June, 1912 | | 4,560 85 | |
| Museum maintenance: | | | |
| Outlays for 1911-12 | $9,997 32 | | |
| Less one-half charged to Revenue, 1911-12 | 4,998 66 | | |
| | $4,998 66 | | |
| From return of 30 June, 1911 | 2,133 75 | | |
| Amount payable by Provincial Government | | 7,132 41 | |
| | | | 18,153 66 |
| | | | $4,449 49 |
| Reserve for Contingent Capital or other Expenditure: | | | |
| Return of 30 June, 1911 | | $106,267 74 | |
| Restoration to this Fund of amount appropriated for Athletic Field changes | | 36,000 00 | |
| | | $142,267 74 | |
| Deficit upon 1911-12 Revenue Account, as per Schedule 5c, charged to this account | | 21,255 65 | |
| | | | 121,012 09 |
| Funds as of 30 June, 1912 | | | $125,461 58 |

SCHEDULE 5*b*.

*Income accrued but not due.*

| | 30 June, 1912. | 30 June, 1911. |
|---|---|---|
| Debentures | $5,954 61 | $6,227 68 |
| Mortgages | 643 27 | 787 16 |
| Park rentals | 6,586 20 | 6,486 20 |
| Business rentals | 761 34 | 761 34 |
| City of Toronto | 1,500 00 | 1,500 00 |
| Interest from Land Sales | 1,226 11 | 707 03 |
| | $16,671 53 | $16,469 41 |
| | 16,469 41 | |
| Increase | $202 12 | |

SCHEDULE 5*c*.

*Revenue*, 1911-12,

*Receipts.*

| | | Estimate. | Actual. |
|---|---|---|---|
| Legislative Grant, University Act, 1906 | | $448,000 00 | $448,325 58 |
| Legislative Grant, 60 Vic., Chap. 59 | | 7,000 00 | 7,000 00 |
| Provincial Grant, on account of Faculty of Education | | 15,000 00 | 15,000 00 |
| Fees, University and College, as detailed in Appendix II | | 260,000 00 | 264,895 77 |
| Interest: | | | |
| On Purchase Moneys | | 2,700 00 | 3,252 99 |
| On Loans | | 3,300 00 | 3,979 07 |
| On Debentures | | 12,500 00 | 12,615 26 |
| On Construction advances: | | | |
| Central Power Plant | $5,448 46 | | |
| Museum Building | 2,762 92 | | |
| | | ..... | 8,211 38 |
| On Bank Balances | | 2,500 00 | ..... |
| Rentals: | | | |
| University Park properties | | 13,000 00 | 13,177 90 |
| City of Toronto payment | | 6,000 00 | 6,000 00 |
| Sundry houses | | 3,000 00 | 2,903 28 |
| Business properties | | 9,000 00 | 9,070 00 |
| Sundry Earnings, Land | | 1,500 00 | 1,427 74 |
| Men's Residence Dues | | 12,800 00 | 13,248 25 |
| Women's Residence Dues | | 11,650 00 | 12,497 10 |
| Dining Hall Receipts | | 20,000 00 | 29,972 51 |
| Central Power Plant—shares of operating costs: | | | |
| Royal Ontario Museum | | ..... | 3,337 00 |
| Wycliffe College (on account) | | ..... | 900 00 |
| Carried in Accounts Receivable on account of sums due by Victoria and Wycliffe Colleges pending final adjustments | | ..... | 7,500 00 |
| Casual Revenue | | ..... | 242 95 |
| | | $827,950 00 | $863,556 78 |
| Expenditure in excess of receipts | | 33,129 83 | 21,255 65 |
| | | $861,079 83 | $884,812 43 |

*Expenditures.*

| | | |
|---|---|---|
| 1. Administration | $159,006 50 | $154,798 96 |
| 2. Faculty of Arts | 279,838 33 | 278,761 50 |
| 3. " " Medicine | 85,470 00 | 79,851 49 |
| 4. " " Applied Science | 136,065 00 | 136,187 04 |
| 5. " " Household Science | 12,910 00 | 11,100 40 |

*Expenditures.*—Continued.

| | | |
|---|---|---|
| 6. Faculty of Education | $51,425 00 | $52,027 37 |
| 7. " " Forestry | 12,020 00 | 11,331 34 |
| 8. Residences and Dining Hall | 36,700 00 | 47,140 62 |
| 9. Central Power Plant | 20,195 00 | 48,368 72 |
| 10. Contingencies | 5,000 00 | 2,150 25 |
| 11. Capital Account Charges | 53,300 00 | 54,131 57 |
| Total as per Appendix III. | $851,929 83 | $875,849 26 |
| Interest written to Trust Funds (Schedules 2, 3 and 4*a*) | 9,150 00 | 8,245 66 |
| Interest on overdraft at Canadian Bank of Commerce.. | ..... | 717 51 |
| | $861,079 83 | $884,812 43 |

SCHEDULE 6.

*Site Lands, Buildings and Contents, 30 June, 1912.*

| | | |
|---|---|---|
| Site Lands: | | |
| 2,623,521 sq. feet at forty cents per foot | $1,049,408 40 | |
| 160,083 sq. feet at cost price | 141,548 00 | |
| 2,783,604 sq. feet | | $1,190,956 40 |
| Buildings: | | |
| Main building | $450,000 00 | |
| Chemistry and Mining, with adjacent building | 384,736 89 | |
| Physics building | 363,945 85 | |
| Library building | 327,425 50 | |
| Convocation Hall and Examination Wing | 214,866 22 | |
| Education building | 184,383 47 | |
| Medical building | 165,000 00 | |
| Biological building | 129,745 30 | |
| Thermodynamics building | 119,017 21 | |
| Chemical building | 77,469 88 | |
| Engineering building | 50,000 00 | |
| Forestry building | 30,101 65 | |
| Geodetic Observatory building | 12,000 27 | |
| Men's Residences | 183,521 18 | |
| Women's Residences | 46,373 77 | |
| Y. M. C. A. building | 1 00 | |
| | | $2,738,588 19 |
| Library | $200,088 00 | |
| Museum | 1 00 | |
| Convocation Hall Organ | 19,603 11 | |
| | | 219,692 11 |
| Departmental Equipment: | | |
| 1. Faculty of Arts: | | |
| Biological | $6,131 25 | |
| Mineralogical | 10,145 00 | |
| Geological | 7,505 00 | |
| Chemical | 14,040 00 | |
| Physical | 29,250 00 | |
| Astro-Physics | 1,635 00 | |
| Psychological | 2,700 00 | |
| Mathematical | 500 00 | |
| Mechanics | 750 00 | |
| Physiology | 12,500 00 | |
| Botany | 5,500 00 | |
| 2. Faculty of Medicine: | | |
| Anatomy | 1,340 00 | |
| Pathology | 14,975 00 | |
| Pharmacology | 2,430 00 | |

*Site Lands, Buildings and Contents, 30 June, 1912.*—Continued.

| | | |
|---|---|---|
| 3. Faculty of Applied Science: | | |
| Electrical Engineering | 30,923 00 | |
| Thermodynamics and Hydraulics | 10,000 00 | |
| Applied Mechanics | 10,075 00 | |
| Applied Chemistry | 10,114 00 | |
| Mining | 16,270 00 | |
| Surveying | 12,980 00 | |
| Architecture and Drawing | 10,830 00 | |
| Physics and Photography | 4,127 00 | |
| 4. Faculty of Education | 10,000 00 | |
| | | 224,720 25 |
| Furniture and Furnishings: | | |
| Men's Residences | $14,266 30 | |
| Women's Residences | 6,131 25 | |
| General Furniture, various buildings | 11,825 00 | |
| | | $32,222 55 |
| Athletic Field Stadium and equipment | | 35,817 88 |
| Gymnasium equipment | | 1,800 00 |
| Dining Hall equipment | | 1 00 |
| Printing Plant | | 7,555 23 |
| Total valuation | | $4,451,353 61 |
| Return of 30 June, 1911 | | $3,990,206 43 |
| Additions thereto: | | |
| Site of Pathological building, 31,252 sq. feet, as declared by agreement between the Governors of the University and the Toronto General Hospital, dated 1st Dec., 1910, and validated by 1 Geo. V., Chap. 80.. | 38,500 00 | |
| Lot No. 18, north side of College Street, lease surrendered, value upon basis of 40 cents per sq. foot, 15,681 sq. feet | 6,272 40 | |
| Library building extension | 217,409 85 | |
| Education building and equipment | 194,383 47 | |
| Men's Residences: | | |
| No. 85 St. George Street, amount of account for land and building transferred from Schedule 8 $24,000 00 | | |
| Outlays 1911-12 upon building and furnishings 6,664 45 | | |
| | 30,664 45 | |
| Women's Residences: | | |
| No. 9 Queen's Park, Outlays 1911-12 upon building and furnishings $5,737 82 | | |
| Less subscriptions applied thereto 2,553 62 | | |
| | 3,184 20 | |
| Library proper, 1911-12 additions $14,599 50 | | |
| Less depreciation at 3 per cent. upon $206,276.28 6,188 28 | | |
| | 8,411 22 | |
| Convocation Hall Organ | 19,603 11 | |
| Athletic Field Stadium and Equipment | 35,817 88 | |
| | | 554,246 58 |
| | | $4,544,453 01 |
| Less: | | |
| Museum Site—vested in Royal Ontario Museum by 2 Geo. V., Cap. 80, 127,507 sq. feet, upon a valuation of forty cents per foot hitherto attached in this account | $51,002 80 | |

*Site Lands, Buildings and Contents, 30 June, 1912.—Continued.*

| | | | |
|---|---|---|---|
| Knox College Site—valuation of 11,786 sq. feet at forty cents per foot of strip of land leased to Knox College (transferred to Schedule 8) | | 4,714 40 | |
| Gymnasium building—value written off upon demolition | | 36,288 46 | |
| Printing Plant: | | | |
| Written off by transfer from operating expenses | $2,393 15 | | |
| Less additions to plant during 1911-12 | 1,299 41 | | |
| | | 1,093 74 | |
| | | | 93,099 40 |
| Return of 30 June, 1912 | | | $4,451,353 61 |

SCHEDULE 7.

*Unproductive Lands.*

| | | |
|---|---|---|
| Vacant land in Port Hope | $1,550 00 | |
| Vacant lands near Belleville | 1,483 00 | |
| Endowment lands unsold in various townships | 152 00 | |
| U. C. C. Block on King and Adelaide Streets | 152,156 96 | |
| | | $155,341 96 |

*Transactions, 1911-12.*

| | | |
|---|---|---|
| Upper Canada College Block: | | |
| Sales during 1911-12— | | |
| Sale No. 1 | $86,462 50 | |
| Sale No. 2 | 15,000 00 | |
| Sale No. 3 | 48,000 00 | |
| | $149,462 50 | |
| Less Commission | 3,744 06 | |
| | | $145 718 44 |
| Reversal of entry of 30th June, 1905, whereby the book valuation of the above block was lessened to this extent | | 172,875 40 |
| | | $27,156 96 |
| Return of 30 June, 1911 | | 128,185 00 |
| Return of 30 June, 1912 | | $155,341 96 |

SCHEDULE 8.

*Leased Lands, etc.*

| | | |
|---|---|---|
| Victoria College Site | $1 00 | |
| Knox College Site | 4,714 40 | |
| Wycliffe College Site | 22,000 00 | |
| Land leased to City of Toronto | 120,000 00 | |
| Land leased to Grand Trunk Railway Co. | 200,000 00 | |
| Park land leases | 243,648 00 | |
| Toronto business properties | 61,400 00 | |
| Caradoc Farm | 2,400 00 | |
| | | $654,163 40 |
| House and land, 47 St. George Street | $10,172 95 | |
| House and land, 69 St. George Street | 20,000 00 | |
| Building, No. 4 Queen's Park | 10,500 00 | |
| Building, No. 8 University Crescent | 14,842 75 | |
| Building, 719 Spadina Avenue | 4,000 00 | |
| Building, 721 Spadina Avenue | 4,023 51 | |
| | | 63,539 21 |

*Leased Lands, etc.*—Continued.

| | | |
|---|---|---|
| Rentals accrued but not due | $7,347 54 | |
| City of Toronto payment accrued | 1,500 00 | |
| Wycliffe College pavement | 795 82 | |
| | | 9,643 36 |
| | | $727,345 97 |
| Return of 30 June, 1911 | $744,381 04 | |
| Increase in outstanding rentals | 50 53 | |
| | | 744,431 57 |
| Addition to capitalized value consequent upon renewal of lease of Lot 19, University Park | $2,200 00 | |
| Lease of 11,786 square feet to Knox College, transferred from Schedule 6 | 4,714 40 | |
| | | 6,914 40 |
| | | $751,345 97 |
| Value of house and land, 85 St. George Street, transferred to Schedule 6 | | 24,000 00 |
| Return of 30 June, 1912 | | $727,345 97 |

SCHEDULE 9.

*Investments*, 30 June, 1912.

| | | |
|---|---|---|
| Debentures and Municipal Bonds | $306,491 13 | |
| Interest past due | 534 38 | |
| Interest accrued but not due | 5,954 61 | |
| | | $312,980 12 |
| Loans secured by mortgages on real property | $53,674 61 | |
| Interest past due | 210 80 | |
| Interest accrued but not due | 643 27 | |
| Insurance advance | 2 88 | |
| | | 54,531 56 |
| Unpaid purchase money upon land sales | $103,662 90 | |
| Interest past due | 1 05 | |
| Interest accrued but not due | 1,226 11 | |
| | | 104,890 06 |
| Dominion Power and Transmission Co shares | $2,000 00 | |
| Accounts Receivable: | | |
| University Press and other accounts uncollected (net). | 2,213 78 | |
| Central Power Plant: | | |
| Assumed on account of share of operating expenses, etc., due by Victoria and Wycliffe Colleges, subject to adjustment | 7,500 00 | |
| | | 11,713 78 |
| | | $434,115 52 |
| Less: | | |
| Overdraft at Canadian Bank of Commerce | | 249,619 37 |
| | | $234,496 15 |

*Transactions*, 1911-12.

Inwards.

| | | |
|---|---|---|
| Debenture collections | $12,349 97 | |
| Mortgage loans repaid | 14,761 56 | |
| Purchase money collections | 21,756 25 | |
| Dominion Power & Transmision Co. | 25 00 | |
| Withdrawals from Canadian Bank of Commerce | 1,473,624 20 | |
| Debentures, Pathological building issue, amount received from Toronto General Hospital | 80,000 00 | |
| | | $1,602,516 98 |

*Transactions*, 1911-12.—Continued.

Outwards.

| | | |
|---|---|---|
| Land Sales | $63,250 00 | |
| Deposits in Canadian Bank of Commerce | 1,187,376 41 | |
| Increase in accrued revenue | 102 12 | |
| Increase in accounts outstanding | 8,713 30 | |
| | | 1,259,441 83 |
| | | $343,075 15 |
| Return of 30 June, 1911 | | 577,571 30 |
| Return of 30 June, 1912 | | $234,496 15 |

## APPENDIX II.

*Fees.* 1911-12.

| | | |
|---|---|---|
| Total of fees collected, 1911-12 | | $275,669 94 |
| Less:— | | |
| Sundry refunds during year | $2,742 00 | |
| Paid to Education Department for their share of Matriculation fees | 1,580 00 | |
| Paid to Toronto General Hospital, hospital fees collected from 195 students in Medicine | 4,874 99 | |
| Paid to Hamilton Conservatory of Music *re* local examination candidates from that institution | 71 75 | |
| | | 9,268 74 |
| | | $266,401 20 |
| Carried to Revenue, 1911-12 (Schedule 5*a*) | | $264,895 77 |
| Carried to Convocation Hall Organ Fund (Schedule 4*a*), being surplus fees derived from Local Examinations in Music after payment of expenses | | 1,505 43 |
| | | $266,401 20 |

*Details of Fees Received, 1911-12.*

| Subject. | 1st year. | 2nd year. | 3rd year. | 4th year. | Miscellaneous. | Total. |
|---|---|---|---|---|---|---|
| I. Faculty of Arts: | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| Tuition | 11,996 00 | 8,809 00 | 7,279 00 | 6,331 00 | 1,283 00 | 35,698 00 |
| Dispensations (Univ. College) | 40 00 | 10 00 | 20 00 | 20 00 | ..... | 90 00 |
| Dispensations (University) | 35 00 | 10 00 | 20 00 | 20 00 | 5 00 | 90 00 |
| Honor Certificates | 1 00 | 1 00 | ..... | 1 00 | 68 00 | 71 00 |
| Matriculation | 120 00 | 5 00 | ..... | ..... | 862 00 | 987 00 |
| Ad Eundem | ..... | 50 00 | 50 00 | ..... | 20 00 | 120 00 |
| Examinations | 7,093 00 | 7,443 00 | 6,530 00 | 4,892 00 | 1,997 00 | 27,955 00 |
| Degrees | ..... | ..... | ..... | 2,830 00 | 580 00 | 3,410 00 |
| Chemical Laboratory Supply | 170 00 | 117 00 | 92 00 | 60 00 | 10 00 | 449 00 |
| Mineralogical " " | ..... | 38 00 | 22 00 | ..... | ..... | 60 00 |
| Biological " " | 108 00 | 90 00 | 200 00 | 300 00 | ..... | 698 00 |
| Physiological " " | ..... | ..... | 56 00 | 170 00 | ..... | 226 00 |
| Physical " " | 84 00 | 60 00 | 170 00 | 70 00 | ..... | 384 00 |
| Psychological " " | ..... | 22 00 | 56 00 | 32 00 | ..... | 110 00 |
| Laboratory Instruction | ..... | ..... | ..... | ..... | 200 00 | 200 00 |
| Library | 1,060 00 | 780 00 | 686 00 | 578 00 | 7 00 | 3,111 00 |
| Gymnasium (including lockers) | 420 00 | 356 00 | 244 00 | 124 00 | 184 00 | 1,328 00 |
| | 21,127 00 | 17,791 00 | 15,425 00 | 15,428 00 | 5,216 00 | 74,987 00 |
| II. Faculty of Medicine: | | | | | | |
| Tuition | 15,731 00 | 13,273 00 | 13,437 34 | 8,008 67 | 1,040 00 | 51,490 01 |
| Honor Certificates | ..... | ..... | ..... | ..... | 10 00 | 10 00 |
| Matriculation | 55 00 | ..... | ..... | ..... | 10 00 | 65 00 |
| Ad Eundem | ..... | 20 00 | 10 00 | ..... | 20 00 | 50 00 |
| Examination | 1,648 00 | 1,735 00 | 2,047 00 | 1,391 00 | 819 00 | 7,640 00 |
| Degrees | ..... | ..... | ..... | 360 00 | 20 00 | 380 00 |
| Chemical Laboratory Supply | 351 00 | 303 00 | ..... | ..... | ..... | 654 00 |
| Biological " " | 234 00 | 303 00 | ..... | ..... | ..... | 537 00 |
| Physiological " " | 351 00 | 505 00 | ..... | ..... | ..... | 856 00 |
| Medical " " | ..... | ..... | 390 00 | 624 00 | ..... | 1,014 00 |
| Library | 234 00 | 202 00 | 260 00 | 156 00 | ..... | 852 00 |
| Gymnasium | 84 00 | 100 00 | 60 00 | 40 00 | ..... | 284 00 |
| | 18,688 00 | 16,441 00 | 16,204 34 | 10,579 67 | 1,919 00 | 63,832 01 |

*Details of Fees Received*, 1911-12.—Continued.

| Subject. | 1st year. | 2nd year. | 3rd year. | 4th year. | Miscellaneous. | Total. |
|---|---|---|---|---|---|---|
| III. Faculty of Applied Science: | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| Tuition | 20,639 00 | 19,760 00 | 14,312 00 | 10,763 00 | 645 00 | 66,119 00 |
| Matriculation | 79 00 | ..... | ..... | ..... | ..... | 79 00 |
| Ad Eundem | ..... | 10 00 | ..... | ..... | ..... | 10 00 |
| Examinations | 3,588 00 | 3,982 00 | 2,478 00 | 2,140 00 | 130 00 | 12,318 00 |
| Degrees | ..... | ..... | ..... | 1,620 00 | ..... | 1,620 00 |
| Laboratory Supplies | ..... | ..... | ..... | 339 00 | ..... | 339 00 |
| Library | 514 00 | 432 00 | 286 00 | ..... | ..... | 1,232 00 |
| Gymnasium | 304 00 | 316 00 | 140 00 | 148 00 | ..... | 908 00 |
| Fines | ..... | 180 00 | ..... | ..... | ..... | 180 00 |
| | 25,124 00 | 24,680 00 | 17,216 00 | 15,010 00 | 775 00 | 82,805 00 |
| IV. Faculty of Household Science: | | | | | | |
| Tuition and Class Material | ..... | 63 00 | 80 00 | 70 00 | 2,683 00 | 2,896 00 |
| Matriculation | ..... | ..... | ..... | ..... | 10 00 | 10 00 |
| Examinations | ..... | ..... | ..... | ..... | 255 00 | 255 00 |
| | ..... | 63 00 | 80 00 | 70 00 | 2,948 00 | 3,161 00 |
| V. Faculty of Education: | | | | | | |
| Tuition (Teachers in training) | ..... | ..... | ..... | ..... | 4,079 00 | 4,079 00 |
| Examinations | ..... | ..... | ..... | ..... | 252 00 | 252 00 |
| Degrees | ..... | ..... | ..... | ..... | 25 00 | 25 00 |
| Honor Certificates | ..... | ..... | ..... | ..... | 26 00 | 26 00 |
| Gymnasium | ..... | ..... | ..... | ..... | 20 00 | 20 00 |
| | ..... | ..... | ..... | ..... | 4,402 00 | 4,402 00 |
| University Schools: | | | | | | |
| Tuition | ..... | ..... | ..... | ..... | 22,233 50 | 22,233 50 |
| | ..... | ..... | ..... | ..... | 26,635 50 | 26,635 50 |
| VI. Faculty of Forestry: | | | | | | |
| Tuition | 238 00 | 154 00 | 557 00 | 443 00 | ..... | 1,392 00 |
| Examinations | 119 00 | 84 00 | 264 00 | 182 00 | ..... | 649 00 |
| Chemical Laboratory Supply | 17 00 | 12 00 | 31 00 | 25 00 | ..... | 85 00 |
| Biological " " | 29 00 | 18 00 | 62 00 | 50 00 | ..... | 159 00 |
| Physical " " | 17 00 | 12 00 | 31 00 | 25 00 | ..... | 85 00 |
| Library | 17 00 | 12 00 | 32 00 | 26 00 | ..... | 87 00 |
| Gymnasium | ..... | ..... | ..... | ..... | 44 00 | 44 00 |
| | 437 00 | 292 00 | 977 00 | 751 00 | 44 00 | 2,501 00 |
| VII. University Extension: | | | | | | |
| Summer Session, 1911— | | | | | | |
| Tuition | ..... | ..... | ..... | ..... | 1,490 94 | 1,490 94 |
| Examinations | ..... | ..... | ..... | ..... | 95 00 | 95 00 |
| | ..... | ..... | ..... | ..... | 1,585 94 | 1,585 94 |
| Teachers' Course— | | | | | | |
| Tuition | ..... | ..... | ..... | ..... | 108 00 | 108 00 |
| Examinations | ..... | ..... | ..... | ..... | 40 00 | 40 00 |
| | ..... | ..... | ..... | ..... | 1,733 94 | 1,733 94 |

*Details of Fees Received*, 1911-12.—Continued.

| VIII. Departmental Fees. | Law. | Dentistry. | Music. | | Pharmacy. | Veterinary Science. | Agriculture. | Total. |
|---|---|---|---|---|---|---|---|---|
| | | | Mus. Bac. | Local. | | | | |
| | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. | $ c. |
| Matriculation | 230 00 | 215 00 | ..... | ..... | 175 00 | 125 00 | ..... | 745 00 |
| Examinations | 351 00 | 540 00 | 120 00 | 2,599 75 | 420 00 | 195 00 | 50 00 | 4,275 75 |
| Degrees | 300 00 | 720 00 | 20 00 | ..... | 350 00 | 195 00 | ..... | 1,585 00 |
| Honor Certificate | ..... | ..... | ..... | 476 00 | ..... | ..... | ..... | 476 00 |
| Laboratory Instruct'n | ..... | 408 00 | ..... | ..... | ..... | 3,200 00 | ..... | 3,608 00 |
| Gymnasium | ..... | 52 00 | ..... | ..... | 4 00 | ..... | ..... | 56 00 |
| | 881 00 | 1,935 00 | 140 00 | 3,075 75 | 949 00 | 3,715 00 | 50 00 | 10,745 75 |

*Summary of Fees*, 1911-12.

| | | |
|---|---|---|
| I. Faculty of Arts: | | |
| First year | $21,127 00 | |
| Second year | 17,791 00 | |
| Third year | 15,425 00 | |
| Fourth year | 15,428 00 | |
| Miscellaneous | 5,216 00 | |
| | | $74,987 00 |
| II. Faculty of Medicine: | | |
| First year | $18,688 00 | |
| Second year | 16,441 00 | |
| Third year | 16,204 34 | |
| Fourth year | 10,579 67 | |
| Miscellaneous | 1,919 00 | |
| | | $63,832 01 |
| III. Faculty of Applied Science: | | |
| First year | $25,124 00 | |
| Second year | 24,680 00 | |
| Third year | 17,216 00 | |
| Fourth year | 15,010 00 | |
| Miscellaneous | 775 00 | |
| | | $82,805 00 |
| IV. Faculty of Household Science: | | |
| Miscellaneous | $3,161 00 | |
| | | $3,161 00 |
| V. Faculty of Education: | | |
| Teachers in training | $4,402 00 | |
| University Schools | 22,233 50 | |
| | | $26,635 50 |
| VI. Faculty of Forestry: | | |
| First year | $437 00 | |
| Second year | 292 00 | |
| Third year | 977 00 | |
| Fourth year | 751 00 | |
| Miscellaneous | 44 00 | |
| | | $2,501 00 |
| VII. University Extension: | | |
| Miscellaneous | $1,733 94 | |
| | | $1,733 94 |

*Summary of Fees*, 1911-12.—Continued.

| | | |
|---|---|---|
| VIII. Departmental: | | |
| Law | $881 00 | |
| Dentistry | 1,935 00 | |
| Music | 3,215 75 | |
| Pharmacy | 949 00 | |
| Veterinary Science | 3,715 00 | |
| Agriculture | 50 00 | |
| | | $10,745 75 |
| | | $266,401 20 |

*Classification of Services.*

| | | |
|---|---|---|
| Tuition Fees, Arts | $35,698 00 | |
| Tuition Fees, Medicine | 51,490 01 | |
| Tuition Fees, Applied Science | 66,119 00 | |
| Tuition Fees, Household Science | 2,896 00 | |
| Tuition Fees, Education, Teachers in Training | 4,079 00 | |
| Tuition Fees, Education, University Schools | 22,233 50 | |
| Tuition Fees, Forestry | 1,392 00 | |
| Dispensations | 180 00 | |
| Honor Certificates | 583 00 | |
| Matriculation | 1,886 00 | |
| Ad Eundem | 180 00 | |
| Examinations | 53,479 75 | |
| Degrees | 7,020 00 | |
| Chemical Laboratory Supply | 1,188 00 | |
| Mineralogical Laboratory Supply | 60 00 | |
| Biological Laboratory Supply | 1,394 00 | |
| Physiological Laboratory Supply | 1,082 00 | |
| Physical Laboratory Supply | 469 00 | |
| Psychological Laboratory Supply | 110 00 | |
| Medical Laboratory Supply | 1,014 00 | |
| Applied Science Laboratory Supply | 339 00 | |
| Laboratory Instruction | 3,808 00 | |
| Library | 5,282 00 | |
| Gymnasium | 2,640 00 | |
| University Extension | 1,598 94 | |
| Fines | 180 00 | |
| | | $266,401 20 |

*Recapitulation.*

| | | |
|---|---|---|
| University Fees proper | $80,804 75 | |
| University College Fees proper | 35,788 00 | |
| Medicine | 51,490 01 | |
| Applied Science | 66,119 00 | |
| Household Science | 2,896 00 | |
| Education, including University Schools | 26,312 50 | |
| Forestry | 1,392 00 | |
| University Extension | 1,598 94 | |
| | | $266,401 20 |

# APPENDIX III.

*Revenue Expenditures*, 1911-12.

| | Appropriation | Supplementary. | Unused. | Total. |
|---|---|---|---|---|
| **I. Administration:** | | | | |
| 1. Salaries | $60,783 00 | | $502 86 | $60,280 14 |
| 2. Pensions | 5,500 00 | | | 5,500 00 |
| 3. President's Office | 250 00 | | 16 25 | 233 75 |
| 4. Bursar's Office | 1,500 00 | $66 41 | | 1,566 41 |
| 5. Registrar's Office | 4,250 00 | | 465 75 | 3,784 25 |
| 6. Superintendent's Office | 650 00 | | 48 44 | 601 56 |
| 7. Library | 15,975 00 | 110 01 | | 16,085 01 |
| 8. Museum | 4,602 50 | 396 16 | | 4,998 66 |
| 9. Gymnasium and Students' Union | 3,890 00 | | 317 62 | 3,572 38 |
| 10. Convocation Hall | 2,330 00 | | 196 20 | 2,133 80 |
| 11. Grounds | 10,800 00 | 221 83 | | 11,021 83 |
| 12. Examinations | 25,750 00 | 1,145 48 | | 26,895 48 |
| 13. Convocation Expenses | 1,000 00 | 3 15 | | 1,003 15 |
| 14. Receptions to Societies and University visitors | 1,000 00 | | 260 74 | 739 26 |
| 15. Telephones | 2,476 00 | | 152 97 | 2,323 03 |
| 16. Insurances | 9,000 00 | | 631 30 | 8,368 70 |
| 17. Advertising Expenses | 900 00 | | 10 60 | 889 40 |
| 18. Aid to Publications | 1,400 00 | | 1,011 22 | 388 78 |
| 19. University Studies | 3,450 00 | | 1,349 32 | 2,100 68 |
| 20. Law Costs | 1,000 00 | | 99 39 | 900 61 |
| 21. General Incidentals | 2,500 00 | | 1,087 92 | 1,412 08 |
| 22. Senate Elections | ..... | ..... | ..... | ..... |
| | $159,006 50 | $1,943 04 | $6,150 58 | $154,798 96 |
| **II. Faculty of Arts:** | | | | |
| 23. Salaries | $231,383 33 | | $2,279 08 | $229,104 25 |
| 24. Main Building | 8,005 00 | 2,779 10 | | 10,784 10 |
| 25. Biological Building and Department | 6,670 00 | | 1,282 15 | 5,387 85 |
| 26. Sub-Department of Botany | 2,840 00 | 89 82 | | 2,929 82 |
| 27. Bio-Chemistry | 2,500 00 | | 130 60 | 2,369 40 |
| 28. Physiological Department | 2,000 00 | 402 12 | | 2,402 12 |
| 29. Chemical Building and Department. | 4,240 00 | 176 11 | | 4,416 11 |
| 30. Sub-Department of Physical Chemistry | 500 00 | 102 61 | | 602 61 |
| 31. Physics Building and Department | 7,480 00 | 280 22 | | 7,760 22 |
| 32. Sub-Department of Astro-Physics | 1,265 00 | | 34 15 | 1,230 85 |
| 33. Geological Department | 2,390 00 | | 129 21 | 2,260 79 |
| 34. Mineralogical Department | 2,050 00 | | 136 87 | 1,913 13 |
| 35. Psychological Department | 750 00 | | 57 99 | 692 01 |
| 36. Mathematical Department | 30 00 | | 19 20 | 10 80 |
| 37. Sub-Department of Mechanics | 400 00 | | 85 20 | 314 80 |
| 38. Political Science | 150 00 | | 39 58 | 110 42 |
| 39. History | 75 00 | | 52 90 | 22 10 |
| 40. Italian and Spanish | 50 00 | 45 65 | | 95 65 |
| 41 University College Departments | 2,135 00 | | 612 31 | 1,522 69 |
| 42. World History | 50 00 | | 42 75 | 7 25 |
| 43. Trinity College Service | 600 00 | 188 12 | | 788 12 |
| 44. University Extension | 4,275 00 | | 238 59 | 4,036 41 |
| | $279,838 33 | $4,063 75 | $5,140 58 | $278,761 50 |
| **III. Faculty of Medicine:** | | | | |
| 45. Salaries | $63,050 00 | | $2,768 40 | $60,281 60 |
| 46. Retiring Allowances | 2,550 00 | | | 2,550 00 |
| 47. Anatomy | 2,650 00 | | 37 12 | 2,612 88 |
| 48. Pathology and Bacteriology | 1,850 00 | | 53 | 1,849 47 |
| 49. Chemical Pathology | 1,000 00 | | 435 17 | 564 83 |
| 50. Pharmacy and Pharmacology | 1,390 00 | | 2 31 | 1,387 69 |

*Revenue Expenditures*, 1911-12.—Continued.

| | | | | |
|---|---|---|---|---|
| 51. Medicine and Clinical Medicine | 780 00 | | 6 70 | 773 30 |
| 52. Surgery | 250 00 | | 44 37 | 205 63 |
| 53. Gynæcology | 100 00 | | 11 70 | 88 30 |
| 54. Obstetrics | 50 00 | | 50 00 | |
| 55. Ophthalmology Oto-Laryngology | 100 00 | $7 50 | | 107 50 |
| 56. Hygiene | 125 00 | | 85 | 124 15 |
| 57. Therapeutics | 75 00 | | 20 28 | 54 72 |
| 58. Medical Jurisprudence | 50 00 | | 50 00 | |
| 59. Medical Building | 3,875 00 | | 136 49 | 3,738 51 |
| 60. Pathological Building | 5,025 00 | | 1,408 97 | 3,616 03 |
| 61. General Expenses | 2,550 00 | | 653 12 | 1,896 88 |
| | $85,470 00 | $7 50 | $5,626 01 | $79,851 49 |
| **IV. Faculty of Applied Science:** | | | | |
| 62. Salaries | $101,400 00 | $751 20 | | $102,151 20 |
| 63. C. and M. Building | 5,560 00 | 75 28 | | 5,635 28 |
| 64. Engineering Building | 4,145 00 | 51 58 | | 4,196 58 |
| 65. Thermodynamics " | 2,580 00 | | $212 77 | 2,367 23 |
| 66. Geodetic Observatory Building | 500 00 | | 323 82 | 176 18 |
| 67. Chemistry | 3,100 00 | | 251 76 | 2,848 24 |
| 68. Electro-Chemistry | 900 00 | | 13 67 | 886 33 |
| 69. Electrical Engineering | 4,400 00 | | 2 96 | 4,397 04 |
| 70. Mining Engineering | 3,900 00 | 2 17 | | 3,902 17 |
| 71. Mechanical Engineering | 1,800 00 | | 2 69 | 1,797 31 |
| 72. Applied Mechanics | 1,500 00 | | 66 18 | 1,433 82 |
| 73. Surveying | 1,055 00 | | 43 36 | 1,011 64 |
| 74. Architecture and Drawing | 1,250 00 | 903 39 | | 2,153 39 |
| 75. Physics and Photography | 2,075 00 | | 341 79 | 1,733 21 |
| 76. Metallurgy | 250 00 | | 23 26 | 226 74 |
| 77. General Expenses | 1,650 00 | | 379 32 | 1,270 68 |
| | $136,065 00 | $1,783 62 | $1,661 58 | $136,187 04 |
| **V. Faculty of Household Science:** | | | | |
| 78. Salaries | 8,150 00 | | | 8,150 00 |
| 79. Household Science Building and Department | 4,760 00 | | $1,809 60 | 2,950 40 |
| | $12,910 00 | | $1,809 60 | $11,100 40 |
| **VI. Faculty of Education:** | | | | |
| 80. Salaries | $39,000 00 | | $278 34 | $38,721 66 |
| 81. Education Building and Department | 12,425 00 | $880 71 | | 13,305 71 |
| | $51,425 00 | $880 71 | $278 34 | $52,027 37 |
| **VII. Faculty of Forestry:** | | | | |
| 82. Salaries | $7,950 00 | | | $7,950 00 |
| 83. Forestry Building and Department | 4,070 00 | | $688 66 | 3,381 34 |
| | $12,020 00 | | $688 66 | $11,331 34 |

*Revenue Expenditures*, 1911-12.—Continued.

| | | | | |
|---|---|---|---|---|
| VIII. Residences and Dining Hall: | | | | |
| 84. Men's Residences | $5,075 00 | $680 84 | | $5,755 84 |
| 85. Women's Residences | 10,625 00 | 871 07 | | 11,496 07 |
| 86. Dining Hall | 21,000 00 | 8,888 71 | | 29,888 71 |
| | $36,700 00 | $10,440 62 | | $47,140 62 |
| IX. 87. Central Power Plant | $20,195 00 | $28,173 72 | | $48,368 72 |
| X. 88. Contingencies | $5,000 00 | | $2,849 75 | $2,150 25 |
| XI. 89. Capital Account Charges. | $53,300 00 | $831 57 | | $54,131 57 |

*Recapitulation*:

| | | | | |
|---|---|---|---|---|
| I. Administration | $159,006 50 | $1,943 04 | $6,150 58 | $154,798 96 |
| II. Faculty of Arts | 279,838 33 | 4,063 75 | 5,140 58 | 278,761 50 |
| III. Faculty of Medicine | 85,470 00 | 7 50 | 5,626 01 | 79,851 49 |
| IV. Faculty of Applied Science | 136,065 00 | 1,783 62 | 1,661 58 | 136,187 04 |
| V. Faculty of Household Science | 12,910 00 | | 1,809 60 | 11,100 40 |
| VI. Faculty of Education | 51,425 00 | 880 71 | 278 34 | 52,027 37 |
| VII. Faculty of Forestry | 12,020 00 | | 688 66 | 11,331 34 |
| VIII. Residences and Dining Hall | 36,700 00 | 10,440 62 | | 47,140 62 |
| IX. Central Power Plant | 20,195 00 | 28,173 72 | | 48,368 72 |
| X. Contingencies | 5,000 00 | | 2,849 75 | 2,150 25 |
| XI. Capital Account Charges... | 53,300 00 | 831 57 | | 54,131 57 |
| | $851,929 83 | $48,124 53 | $24,205 10 | $875,849 26 |
| | | 24,205 10 | | |
| | | $23,919 43 | | |
| | $23,919 43 | | | |
| Total Expenditure under appropriations | $875,849 26 | | | |

## 1. Administration.

### 1. *Salaries.*

President's Office.

| | | |
|---|---|---|
| Dr. R. A. Falconer, President, 12 mos. to 30th June | $8,000 00 | |
| Dr. R. Ramsay Wright, Vice-President, 12 mos. to 30th June (paid also as Professor of Biology) | 500 00 | |
| Miss A. W. Patterson, President's Secretary, 12 mos. to 30th June | 1,200 00 | |
| | | $9,700 00 |

Bursar's Office.

| | | |
|---|---|---|
| F. A. Mouré, Bursar, 12 mos. to 30th June | $3,300 00 | |
| T. A. Reed, Accountant, 12 mos. to 30th June | 1,500 00 | |
| H. J. Bolitho, Fees Clerk, 12 mos. to 30th June | 1,500 00 | |
| Miss A. M. Gall, Clerk and Stenographer, 12 mos. to 30th June | 850 00 | |
| Miss K. W. Huntington, Clerk and Stenographer, 12 mos. to 30th June | 750 00 | |
| A. C. McCaul, Office Assistant, 12 mos. to 30th June | 650 00 | |
| W. R. Hamilton, Office Assistant, 12 mos. to 30th June, $600; bonus for extra services, $50 | 650 00 | |
| | | $9,200 00 |

1. *Salaries.*—Continued.

Registrar's Office.

| | | |
|---|---|---|
| J. Brebner, Registrar, 12 mos. to 30th June | $2,900 00 | |
| A. B. Fennell, Assistant Registrar, 12 mos. to 30th June | 1,100 00 | |
| Miss E. M. Dickson, Clerk, 12 mos. to 30th June | 850 00 | |
| Miss N. MacKenzie, Minute Clerk, 12 mos. to 30th June | 600 00 | |
| Stenographers: | | |
| Miss M. McMillan, 12 mos. to 30th June | 575 00 | |
| Miss A. S. Meen, 12 mos. to 30th June | 575 00 | |
| Miss E. M. Sharpe, 12 mos. to 30th June | 500 00 | |
| Miss J. R. White, 12 mos. to 30th June | 500 00 | |
| Miss H. Bartlet, Clerk of Records, 12 mos. to 30th June | 500 00 | |
| Miss M. J. Helson, Clerk, 12 mos. to 30th June | 500 00 | |
| | | $8,600 00 |

Superintendent's Office.

| | | |
|---|---|---|
| G. Campbell, Superintendent of Buildings and Grounds, 12 mos. to 30th June | $2,700 00 | |
| A. D. LePan, Assistant Superintendent, 12 mos. to 30th June | 1,500 00 | |
| Miss M. Duncan, Stenographer, 12 mos. to 30th June | 600 00 | |
| Miss Ada Kidd, Stenographer, 12 mos. to 30th June | 500 00 | |
| J. A. Payne, Clerk, 12 mos. to 30th June | 500 00 | |
| W. L. D. Carnie, Clerk, 12 mos. to 30th June | 450 00 | |
| | | $6,250 00 |

Library.

| | | |
|---|---|---|
| H. H. Langton, Librarian, 12 mos. to 30th June, (absent on sick leave from 1st January) | $3,000 00 | |
| G. H. Needler, honorarium as Acting Librarian, 1st January to 30th June (paid also as Associate Professor of German) | 250 00 | |
| Miss G. Buchan, First Assistant, 12 mos. to 30th June | 1,000 00 | |
| Assistants at $700 per annum: | | |
| Miss E. Creighton, 12 mos. to 30th June | 700 00 | |
| Miss H. Fairbairn, 12 mos. to 30th June | 700 00 | |
| Assistants at $600 per annum: | | |
| Miss G. Cayley, 12 mos. to 30th June | 600 00 | |
| Miss J. Forrest, 12 mos. to 30th June | 600 00 | |
| Mrs. A. C. Jones, 12 mos. to 30th June | 600 00 | |
| Miss H. G. B. Woolryche, 12 mos. to 30th June | 600 00 | |
| Miss A. H. Young, Cataloguer, 12 mos. to 30th June | 1,000 00 | |
| Miss E. V. Bethune, Assistant Cataloguer, 12 mos. to 30th June | 700 00 | |
| Miss E. Aldridge, Typewriting Assistant to Cataloguer, 12 mos. to 30th June | 500 00 | |
| Miss L. M. Mason, Order and Accession Clerk, 12 mos. to 30th June | 700 00 | |
| Delivery Clerks at $500 per annum: | | |
| Miss M. L. Newton, 12 mos. to 30th June | 500 00 | |
| Miss J. McNaughton, 1st October to 30th June | 375 00 | |
| | | $11,825 00 |

Museum.

| | | |
|---|---|---|
| H. Montgomery, Curator of General Museum, 6 mos. at $2,750.—$1,375; on retiring allowance of $1,775, 6 mos. from 1st January, $888 | $2,263 00 | |
| C. T. Currelly, Director of Archaeological Section, 12 mos. to 30th June | 2,900 00 | |
| | | $5,163 00 |

1. *Salaries.*—Continued.

Gymnasium.

| | | |
|---|---|---|
| J. W. Barton, Physical Director and Secretary of Athletic Directorate, 12 mos. to 30th June | $2,000 00 | |
| A. Williams, Instructor, 12 mos. to 30th June | 1,100 00 | |
| E. A. Chapman, temporary substitute for Instructor during illness | 100 00 | |
| | | 3,200 00 |

General Service.

| | | |
|---|---|---|
| R. Martin, Bedel, 12 mos. to 30th June | $1,220 00 | |
| W. H. Fox, Mechanician, 12 mos. to 30th June | 1,000 00 | |
| T. Holmes, 1st July to 30th September at $850 (transferred to day labor) | 212 50 | |
| Constables: | | |
| J. Christie, 12 mos. to 30th June, $1,000; allowance towards pension fund, $100 | 1,100 00 | |
| D. Forbes, 12 mos. to 30th June, $700; 2 days in 1910-11, $4.19 | 704 19 | |
| Nightwatchmen: | | |
| R. Dalley, 1st July to 15th October at $700 per annum | 204 19 | |
| R. Fraser, 16th October to 31st December at $700 per annum | 145 85 | |
| H. Henderson, 30 December to 6 June at $700 per annum | 307 26 | |
| W. H. Pooley, 7th to 30th June at $700 per annum | 46 67 | |
| H. McIntosh, 1st July to 29th February at $700 per annum | 466 72 | |
| A. Stevens, 29th February to 15th April at $600 per annum, $76.67; 16th April to 30th June at $700, 145.85 | 222 52 | |
| J. Prattis, 1st July to 27th September at $700 per annum | 169 19 | |
| A. W. Linington, 1st October to 15th April at $700 per ann. | 379 21 | |
| J. Humphreys, 24th April to 31st May at $600—$61,67; 1st to 15th June at $700—$29.17 | 90 84 | |
| H. Waters, 16th to 30th June at $700 per annum | 29 17 | |
| Occasional service, relieving: T. Richardson, $4; D. Cairncross, $18, A. W. Linington, $21.83 | 43 83 | |
| | | 6,342 14 |
| | | $60,280 14 |

2. *Pensions.*

| | | |
|---|---|---|
| James Loudon, LL.D., annual pension | $5,500 00 | |
| | | $5,500 00 |

3. *President's Office.*

| | | |
|---|---|---|
| Postage and Incidentals ($233.75): | | |
| Annual Review Publishing Co., review 1910 | $3 50 | |
| Wm. Briggs, printing report | 76 35 | |
| President R. A. Falconer, for petty disbursements | 25 00 | |
| University Press, printing and stationery | 125 45 | |
| Petty items (3) | 3 45 | |
| | | $233 75 |

4. *Bursar's Office.*

| | | |
|---|---|---|
| Office supplies, postage, printing and incidentals ($899.91): | | |
| Bain & Cubitt, Ltd., stationery | $9 00 | |
| Brown Bros, cancelling stamp | 15 00 | |
| Burroughes Adding Machine Co., inspection and supplies | 9 25 | |
| The Bursar, petty disbursements, $75.00; postage, $175.00 | 250 00 | |
| Five-in-One Letter Envelope Co., envelopes | 14 75 | |
| Chas. E. Goad, city atlas | 42 50 | |
| Grand & Toy, cheque books, stationery and supplies | 144 00 | |
| Might Directories, Ltd., city directory | 7 50 | |
| Moir & Warren, fyling supplies and stationery | 25 85 | |

4. *Bursar's Office.*—Continued.

| | | | |
|---|---|---|---|
| Munson Supply Co., typewriter supplies | | 8 00 | |
| Office Specialty Mfg. Co., fyling cabinet, etc. | | 17 23 | |
| Wm. Tyrrell & Co., dictionaries | | 5 50 | |
| United Typewriter Co., rent of typewriter, $12.00; supplies, $6.50 | | 18 50 | |
| University Press, blank books, printing and supplies | | 330 33 | |
| Petty items (2) | | 2 50 | |
| Clerical Assistance ($166.50): | | | |
| Miss A. Cuthbert, 6 2-3 weeks | | 66 50 | |
| Mrs. A. J. Hawthorne, 2 weeks | | 20 00 | |
| Miss E. W. Mills, 3 weeks | | 30 00 | |
| Miss P. M. Tweedle, 5 weeks | | 50 00 | |
| Auditor's Remuneration ($500.00) | | | |
| W. H. Cross, auditor | | 500 00 | |
| | | | $1,566 41 |

5. *Registrar's Office.*

| | | | |
|---|---|---|---|
| Stationery and office supplies ($662.50): | | | |
| Might Directories Ltd., city directory | | $7 50 | |
| National Typewriter Co., supplies | | 19 75 | |
| Office Specialty Mfg. Co., fyling cabinet | | 109 53 | |
| Photography, Dept. of, prints and maps | | 26 45 | |
| The Registrar, petty disbursements | | 122 87 | |
| United Typewriter Co., typewriter | | 70 00 | |
| University Press, stationery and supplies | | 290 30 | |
| Petty items (2) | | 1 35 | |
| Superintendent's Dept., material | | 14 75 | |
| Postage ($1,000.00): | | | |
| The Bursar, postage supplied | | 1,000 00 | |
| Printing, other than Calendar ($312.45): | | | |
| University Press | | 313 45 | |
| Printing Calendar and Curricula ($1,808.30): | | | |
| University Press | $1,853 30 | | |
| Less received for advertising in Curricula.. | 45 00 | | |
| | | 1,808 30 | |
| | | | $3,784 25 |

6. *Superintendent's Office.*

| | | | |
|---|---|---|---|
| Office supplies, printing and postage ($601.56): | | | |
| Copeland-Chatterson-Crain Co., blank books, stationery | | $37 20 | |
| C. Gripton, rubber stamps | | 9 90 | |
| Library Bureau of Canada, fyling cabinet | | 31 50 | |
| Might Directories Ltd., city directory | | 7 50 | |
| Munson Supply Co., typewriter supplies | | 8 00 | |
| Office Specialty Mfg. Co., office furniture and fyling supplies | | 42 83 | |
| Photography, Dept. of, blueprints and plans | | 8 16 | |
| Remington Typewriter Co., typewriter, $70.28; inspection, $4.50 | | 74 78 | |
| Simplex Devices Ltd., adding machine | | 25 00 | |
| R. C. Street, clerical assistance, 2 nights | | 5 00 | |
| Students' Book Dept., books | | 11 90 | |
| United Typewriter Co., inspection | | 9 00 | |
| University Press, stationery and supplies | | 249 88 | |
| Freight charges, $4.00; postage, $63.00 | | 67 00 | |
| Petty items (8) | | 10 91 | |
| Superintendent's Dept., material | | 3 00 | |
| | | | $601 56 |

*7. Library.*

(*a*) Maintenance of Building:

| | | |
|---|---|---|
| Light ($278.28): | | |
| Toronto Electric Light Co., electric current | $127 08 | |
| Consumers' Gas Co., gas | 151 20 | |
| Water ($68.78): | | |
| City Treasurer, water | 68 78 | |
| Caretaker's supplies ($70.10): | | |
| Superintendent's Dept., supplies | 70 10 | |
| Cleaning (576.75): | | |
| Allen Mfg. Co., washing towels | 3 81 | |
| Canadian Window Cleaning Co., cleaning windows | 24 10 | |
| Pay lists: wages of cleaners | 548 84 | |
| Repairs and Renewals ($556.04): | | |
| City Treasurer, elevator license | 2 00 | |
| Common Sense Mfg. Co., exterminating rats | 5 00 | |
| Elevator Specialty Co., repairs to elevator | 61 93 | |
| Higgins Mfg. Co., screens | 18 50 | |
| Johnson Temperature Regulating Co., repairs to regulators | 2 35 | |
| Otis-Fensom Elevator Co., repairs to elevator | 23 40 | |
| R. Robertson & Sons, repairs to piping | 2 80 | |
| Freight charges | 50 | |
| Superintendent's Dept., labor, $193.30; material, $258.41 | 451 71 | |
| | $568 19 | |
| Less sundry credits | 12 15 | |
| | $556 04 | |
| Caretaker, S. H. Fussell, 12 months to 30th June (with rooms, fuel and light) | 650 00 | |
| | | $2,199 95 |

(*b*) General Library Appropriation:

| | | |
|---|---|---|
| Books and periodicals, binding and office supplies ($13,885.06): | | |
| Academy of Natural Sciences of Philadelphia | $20 95 | |
| Actuarial Society of America | 4 00 | |
| American Association for Labor Legislation | 5 03 | |
| American Historical Review | 3 00 | |
| American Library Association | 5 03 | |
| American Society for Mechanical Engineers | 15 00 | |
| American Society for Testing Materials | 10 06 | |
| Boston Book Company | 5 88 | |
| Albert Britnell | 1 25 | |
| F. A. Brockhaus | 3,071 85 | |
| Burlington Fine Arts Club | 100 00 | |
| Canada Law Book Co. | 29 50 | |
| Canadian Forestry Association | 1 00 | |
| Canadian Parliamentary Guide | 2 00 | |
| C. D. Cazenove & Son | 1,931 68 | |
| St. E. de Champ | 3 35 | |
| Honore Champion | 2 05 | |
| The Champlain Society | 10 00 | |
| Charities Publication Committee | 2 68 | |
| Cedric Chivers | 95 | |
| T. &. T. Clark | 5 62 | |
| Concrete Institute | 5 21 | |
| Wm. Dawson & Sons, Ltd. | 415 33 | |
| Gustav Fock | 142 69 | |
| R. Friedlander & Son | 7 16 | |
| Henry Frowde | 31 50 | |
| J. P. Garneau | 1 68 | |

7. *Library.*—Continued.

| | | |
|---|---|---|
| Gauthier-Villars | 5 02 | |
| Geological Society of America | 3 50 | |
| Ginn & Co. | 1 73 | |
| Otto Harrassowitz | 140 23 | |
| W. Heffer & Sons | 15 20 | |
| Karl W. Hiersemann | 27 78 | |
| John Hopkins Press | 50 | |
| Archer B. Hulbert | 40 00 | |
| Institute of Mining and Metallurgy | 2 61 | |
| International Magazine Co | 55 15 | |
| S. Lapi | 12 81 | |
| Ernest Leroux | 1 98 | |
| Librairie Beauchemin, Ltd. | 5 10 | |
| Libreria Internazionale | 120 60 | |
| Military Service Institute | 2 50 | |
| National Education Association | 2 00 | |
| National Municipal League | 5 00 | |
| Ontario Library Association | 2 00 | |
| Auguste Picard | 57 | |
| E. Garcia Rico | 63 04 | |
| The Round Table | 2 50 | |
| Charles Scribner's Sons | 6 45 | |
| Students' Book Department | 1,243 93 | |
| Victoriano Suarez | 9 77 | |
| J. Terquem et Cie. | 2,148 75 | |
| The Times Book Club | 24 39 | |
| Torch Press | 5 34 | |
| University of Chicago Press | 43 59 | |
| University of Pennsylvania Museum | 10 48 | |
| Ursulines des Trois-Rivieres | 3 50 | |
| Hubert Welter | 12 00 | |
| Wistar Institute of Anatomy and Biology | 109 90 | |
| World Peace Foundation | 1 00 | |
| Wm. Briggs, binding | 691 55 | |
| The Bursar, postage supplied | 179 50 | |
| The Librarian, disbursements: | | |
| Book deposits refunded, $77.00; freight, etc., $5.74; car-tickets and sundries, $5.75; to be accounted for in 1912-13, $13.37 | 101 86 | |
| Library Bureau of Canada, library supplies | 20 93 | |
| Might Directories Ltd., city directory | 7 50 | |
| Monarch Typewriter Co., typewriters, $140.78; inspecting machines, $11.25 | 152 03 | |
| Munson Supply Co., typewriter supplies | 8 00 | |
| Office Specialty Mfg. Co., cabinet, etc. | 11 20 | |
| United Typewriter Co., inspecting machines | 9 00 | |
| University Press, binding, $2,295.98; printing and stationery, $679.45 | 2,975 43 | |
| Freight charges | 107 01 | |
| Petty items (3) | 3 80 | |
| Superintendents Dept., labor, $175; material, $2.25 | 4 00 | |
| | $14,235 18 | |
| Received from the Librarian for fines, book deposits, etc., collected | 350 12 | |
| | | $13,885 06 |
| | | $16,085 01 |

8. *Museum.*

(*a*) Maintenance of Building:

| | | |
|---|---|---|
| Share of Heat and Light from Central Power House | $3,337 00 | |
| City Light and occasional fuel ($153.63): | | |
| Toronto Electric Light Co., electrical current | 117 01 | |
| Connell Anthracite Mining Co., fuel | 36 62 | |

8. *Museum.*—Continued.

| | | | |
|---|---|---|---|
| Caretaker's supplies ($41.35): | | | |
| Superintendent's Dept., supplies | | 41 35 | |
| Sundries ($78.80): | | | |
| Wm. Bartlett & Son, awnings | | 10 00 | |
| W. A. Wood, watchman's clock | | 35 00 | |
| Freight charges | | 35 | |
| Superintendent's Dept., labor, $2.70; material, $30.75 | | 33 45 | |
| Nightwatchmen at $700.00 per annum: | | | |
| A. Miller, 3 mos. and 8 days to 8th Oct. | $190 36 | | |
| R. Fraser, 7 days to 15th Oct. | 13 43 | | |
| R. Dalley, 6 mos. and 9 days to 24th Apr. | 367 54 | | |
| J. Prattis, 2 mos. and 6 days to 30th June | 128 35 | | |
| A. W. Linington, relieving, 2 nights | 4 00 | | |
| | | 703 68 | |
| | | | $4,314 46 |
| (*b*) Maintenance of Department of Archaeology: | | | |
| Assistants, etc. ($3,414.10): | | | |
| Cataloguer, Miss Mabel Newton, 12 mos. to 30th June | | $600 00 | |
| Carpenter and Caretaker, A. Gillan, 12 mos. to 30th June | | 720 00 | |
| Cabinet Maker, R. Ferguson, 12 mos. to 30th June | | 720 00 | |
| Joiners: A. Walters, 10½ mos. to 15th May | | 527 50 | |
| A. Duncan, 180 hrs. at 37c. to 30th June | | 66 60 | |
| Extra Carpenters: R. McBride, 4 mos. to 17th April | | 240 00 | |
| John Todd, 3 mos. to 30th June | | 180 00 | |
| Attendant: Abderrahmann ibn Gâdulla, 12 mos. to 30th June | | 360 00 | |
| Freight and shipping charges ($841.14): | | | |
| E. W. Morgan & Co., European shipping charges | | 780 09 | |
| Freight paid in Toronto | | 61 05 | |
| Supplies and Incidentals ($636.00): | | | |
| Aikenhead Hardware Ltd., tools and hardware | | 111 61 | |
| S. M. Burt, hardware | | 13 00 | |
| C. T. Currelly, disbursements: Supplies, $29.45; cablegrams, etc., $22.96; coal oil, etc., $17.14; postage and express, $15.66; stoves, etc., $8.02; mats, $7.00; drygoods, $6.40; tools, $3.70: car fares, $3.70; china mending, $3.00; sundries, $11.18 | | 128 21 | |
| City Storage, Ltd., cartage | | 9 90 | |
| T. Eaton Co., Ltd., books | | 10 08 | |
| Littleford & Co., repairs | | 25 00 | |
| Mackenzie & Co., glass | | 32 01 | |
| E. W. Morgan & Co., cloth | | 46 10 | |
| Murray-Kay, Ltd., cloth | | 16 30 | |
| Photography, Dept. of, slides | | 6 90 | |
| Pilkington Bros., Ltd., glass | | 30 22 | |
| J. G. Ramsey & Co., card cutter | | 10 00 | |
| L. Rawlinson, lumber | | 36 87 | |
| A. J. Reading, slides | | 17 75 | |
| Robert Simpson Co., models, etc. | | 24 50 | |
| A. R. Williams Machinery Co., rental of fan, $25.00; tools, $19.88 | | 44 88 | |
| University Press, stationery and printing | | 16 35 | |
| Superintendent's Dept., labor, $40.27; material, $9.69 | | 49 96 | |
| Petty items (4) | | 6 36 | |
| | | | $4,891 24 |
| (*c*) General Expenses ($791.62): | | | |
| Insurance on Museum contents: | | | |
| Alliance Assurance Co. | $127 50 | | |
| Liverpool & London & Globe Ins. Co. | 170 00 | | |

8. *Museum.*—Continued.

| | | | |
|---|---|---|---|
| London & Lancashire Fire Ins. Co. | 170 00 | | |
| Royal Insurance Co. | 127 50 | | |
| Sun Insurance Office | 85 00 | | |
| | $680 00 | | |
| Less rebate on cancelled policy | 21 05 | | |
| | | $658 95 | |
| Bell Telephone Co., service to 30th June | | 47 67 | |
| Speight & VanNostrand, survey of site | | 85 00 | |
| | | | 791 62 |
| | | | $9,997 32 |
| Less one-half payable by Provincial Government, carried to Schedule 5*a* | | | 4,998 66 |
| | | | $4,998 66 |

9. *Gymnasium and Students' Union.*

| | | | |
|---|---|---|---|
| (*a*) Maintenance of Building: | | | |
| Gas, city current and occasional fuel ($78.64): | | | |
| Connell Anthracite Mining Co., fuel | $32 26 | | |
| Consumers' Gas Co., gas | 89 88 | | |
| Toronto Electric Light Co., electrical current | 7 00 | | |
| | $129 14 | | |
| Less paid by Societies, etc. | 50 50 | | |
| | | $78 64 | |
| Water ($183.24): | | | |
| City Treasurer, water | | 183 24 | |
| Caretaker's supplies ($16.32): | | | |
| Superintendent's Department, supplies | | 16 32 | |
| Cleaning ($315.76): | | | |
| Pay lists, wages of cleaners | $334 39 | | |
| Less paid by Societies, etc. | 18 63 | | |
| | | 315 76 | |
| Repairs and Renewals ($361.61): | | | |
| Bell Telephone Co., moving telephone | | 2 00 | |
| R. Robertson & Sons, repairs to drain | | 126 55 | |
| Superintendent's Dept., labor, $97.61; material, $159.85 | | 257 46 | |
| | | $386 01 | |
| Less sundry credits | | 24 40 | |
| | | $361 61 | |
| Caretaker, George Hare, 12 mos. to 30th June | | 750 00 | |
| | | | $1,705 57 |
| (*b*) Aid to Athletics: | | | |
| Grant to Athletic Association ($800.00): | | | |
| University Athletic Association | | $800 00 | |
| Instruction in swimming ($800.00): | | | |
| G. H. Corsan, services as instructor | | 800 00 | |
| Gymnastic Appliances, etc. ($266.81): | | | |
| Wm. Cane, apparatus | | 37 00 | |
| G. H. Corsan, apparatus | | 18 00 | |
| J. F. Hartz Co., rubber | | 1 75 | |
| Ingram & Bell, stethoscope | | 2 75 | |
| Percy A. McBride, basket ball | | 6 00 | |
| University Press, cards | | 22 50 | |
| Harold A. Wilson Co., appliances | | 141 69 | |
| Superintendent's Dept., labor, $29.67; material, $7.45 | | 37 12 | |
| | | | 1,866 81 |
| | | | $3,572 38 |

10. *Convocation Hall.*

| | | | |
|---|---|---|---|
| Light ($93.25): | | | |
| Toronto Electric Light Co., electrical current | | $93 25 | |
| Water ($81.54): | | | |
| City Treasurer, water | | 81 54 | |
| Caretaker's Supplies ($88.15): | | | |
| Superintendent's Dept., supplies | | 88 15 | |
| Cleaning ($475.46): | | | |
| Allen Mfg. Co., laundry | | 2 72 | |
| Pay lists, wages of cleaners | | 472 74 | |
| Repairs and Renewals $1,042.90): | | | |
| Central Electric and School Supply Co., lantern | | 32 40 | |
| G. Duthie & Son, repairs to roof | | 160 30 | |
| Johnson Temperature Regulating Co., repairs to pump | | 1 80 | |
| A. Matthews, Ltd., repairs to roof | | 102 76 | |
| R. Robertson & Sons, repairs to drain | | 6 00 | |
| Superintendent's Dept., labor, $393.35; material, $346.29 | | 739 64 | |
| | | $1,781 30 | |
| Caretaker, S. J. Apted, 12 mos. to 30th June (with house, heat and light) | | 700 00 | |
| | | $2,481 30 | |
| Less amounts received from Societies, etc. | | 347 50 | |
| | | | $2,133 80 |

11. *Grounds.*

| | | | |
|---|---|---|---|
| Labor, gravel, roadways, walks, flowers and shrubs ($9,550.36): | | | |
| Aikenhead Hardware, Ltd., hardware | | $11 08 | |
| Brobst Forestry Co., tree surgery | | 85 00 | |
| Canadian Davey Tree Expert Co., tree surgery | | 127 48 | |
| Canada Foundry Co., fence panels | | 86 70 | |
| Collett's Carriage Works, blacksmithing | | 27 35 | |
| Dunlop Tire and Rubber Goods Co., bicycle tires | | 6 25 | |
| Eco Magneto Clock Co., dials for signal system | | 9 00 | |
| W. T. Folliott, repairs to messenger's bicycle | | 8 55 | |
| J. H. McCabe, fodder | | 108 80 | |
| Ontario Lime Association, tiles | | 5 08 | |
| Geo. Pearsall & Son, tools, lawn mowers, etc. | | 161 50 | |
| R. Robertson & Son, Ltd.: | | | |
| Grading and roadways | 970 00 | | |
| Concrete walks | 623 07 | | |
| Culverts and drains | 752 97 | | |
| | | 2,346 04 | |
| J. A. Simmers, seed | | 7 45 | |
| R. Simpson Co., Ltd., coat | | 7 00 | |
| Steel Briggs Seed Co., seed, etc. | | 128 25 | |
| Street Gas Lamp Dept., fixtures | | 31 00 | |
| W. H. Thomson, teaming | | 610 49 | |
| Petty items (8) | | 11 15 | |
| Superintendent's Dept., labor, $5,273.45; material, $998.99 | | 6,272 44 | |
| | | $10,050 61 | |
| Less received from L. K. Comstock, *re* restoration of grounds | $383 23 | | |
| Societies, etc., for cartage | 47 02 | | |
| Victoria College, distilled water, $4.50; snow removal, $10.00 | 14 50 | | |
| Sale of wood, gravel and old material | 55 50 | | |
| | | 500 25 | |
| | | $9,550 36 | |
| Foreman Gardener, G. Trotter, 12 mos. to 30th June | | 800 00 | |

11. *Grounds.*—Continued.

| | | |
|---|---|---|
| Protective Service, $368.60 (additional to constables and watchmen on salary list): | | |
| A. W. Linington, extra summer constable, 24½ wks..... | 271 25 | |
| Patrol service, 31st October, 2 men ..... | 5 00 | |
| | $276 25 | |
| Less paid by Societies for constables at functions... | 29 00 | |
| | $247 25 | |
| Malcolm McBain, constables' uniforms ..... | 113 50 | |
| R. McClelland, constable's fur cap ..... | 7 85 | |
| Landscape Improvement ($302.87): | | |
| Surveys and plans: | | |
| S. R. Crerar ..... | 192 50 | |
| Jas. C. Murton ..... | 32 30 | |
| C. R. Redfern ..... | 50 00 | |
| Photography, Dept. of, blue prints ..... | 7 83 | |
| Petty items (2) ..... | 1 49 | |
| Superintendent's Dept., labor ..... | 18 75 | |
| | | $11,021 83 |

12. *Examinations.*

(a) Remuneration to Examiners:

| NAME. | Remuneration as Examiner. | Expenses. | Presiding Examiner. | Attendant. | Total. |
|---|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| Abbott, A. H. | 55 63 | ..... | 10 00 | ..... | 65 63 |
| Adams, O. F. | ..... | ..... | 10 50 | ..... | 10 50 |
| Aikins, H. W. | 30 00 | ..... | ..... | ..... | 30 00 |
| Aldous, J. E. P. | 74 35 | 25 00 | ..... | ..... | 99 35 |
| Alexander, W. J. | 88 25 | ..... | ..... | ..... | 88 25 |
| Allan, F. B. | 77 50 | ..... | ..... | ..... | 77 50 |
| Amyot, J. A. | 47 25 | ..... | ..... | ..... | 47 25 |
| Anderson, G. R. | 197 75 | ..... | ..... | ..... | 197 75 |
| Anderson, H. B. | 45 00 | ..... | ..... | ..... | 45 00 |
| Anger, J. H. | 65 80 | ..... | ..... | ..... | 65 80 |
| Angus, R. W. | 131 00 | ..... | ..... | ..... | 131 00 |
| Ardagh, E. G. R. | 18 50 | ..... | 6 00 | ..... | 24 50 |
| Arkley, L. M. | 78 00 | ..... | 4 50 | ..... | 82 50 |
| Atkinson, G. D. | 30 00 | 12 05 | ..... | ..... | 42 05 |
| Auger, C. E. | 79 50 | ..... | 18 00 | ..... | 97 50 |
| Bailey, C. T. | 10 25 | ..... | ..... | ..... | 10 25 |
| Baillie, W. H. T. | ..... | ..... | ..... | 17 00 | 17 00 |
| Bain, J. W. | 135 25 | ..... | ..... | ..... | 135 25 |
| Baines, A. M. | 17 50 | ..... | ..... | ..... | 17 50 |
| Baker. A. | 241 88 | ..... | ..... | ..... | 241 88 |
| Balbaud, P. | 49 25 | ..... | ..... | ..... | 49 25 |
| Ball, Miss A. I. N. | 34 59 | ..... | 1 50 | ..... | 36 09 |
| Ballard, W. H. | ..... | 2 75 | 10 00 | ..... | 12 75 |
| Barton, H. | 43 50 | ..... | ..... | ..... | 43 50 |
| Barton, J. W. | 40 75 | ..... | ..... | ..... | 40 75 |
| Beatty, S. | 100 48 | ..... | ..... | ..... | 100 48 |
| Bell, A, J. | 166 95 | ..... | ..... | ..... | 166 95 |
| Bell, J. J. | 85 75 | ..... | ..... | ..... | 85 75 |
| Bensley, B. A. | 18 50 | ..... | ..... | ..... | 18 50 |
| Benson, Miss C. C. | 33 75 | ..... | ..... | ..... | 33 75 |
| Benson. H. W. | 20 00 | ..... | ..... | ..... | 20 00 |
| Bethune, C. J. S. | 23 25 | ..... | ..... | ..... | 23 25 |
| Bingham. G. A. | 45 00 | ..... | ..... | ..... | 45 00 |
| Bishop, C. | ..... | ..... | ..... | 24 00 | 24 00 |
| Blachford, F. E. | 10 00 | ..... | ..... | ..... | 10 00 |
| Blackstock. G. | 7 00 | ..... | ..... | ..... | 7 00 |
| Blackwood. W. C. | ..... | ..... | 9 00 | ..... | 9 00 |
| Blair, W. S. | 20 25 | ..... | ..... | ..... | 20 25 |
| Blewett, G. J. | 71 75 | ..... | 30 00 | ..... | 101 75 |
| Bluethner, W. A. | 30 00 | 8 70 | ..... | ..... | 38 70 |
| Bocking, W. R. | 36 21 | ..... | ..... | ..... | 36 21 |
| Boddington, D. H. | 55 00 | ..... | 24 00 | ..... | 79 00 |
| Boswell, M. C. | 126 75 | ..... | ..... | ..... | 126 75 |
| Bowen, S. D. | ..... | ..... | ..... | 18 00 | 18 00 |
| Bowes, F. N. | ..... | ..... | ..... | 22 50 | 22 50 |
| Boyd. G. | 19 50 | ..... | ..... | ..... | 19 50 |
| Bracken. G. R. | ..... | ..... | ..... | 22 50 | 22 50 |
| Bramfitt, G. N. | 88 50 | ..... | ..... | ..... | 88 50 |
| Brett, G. S. | 101 88 | ..... | ..... | ..... | 101 88 |
| Brock. W. M. | ..... | ..... | 9 00 | ..... | 9 00 |
| Brodie, T G. | 81 75 | ..... | ..... | ..... | 81 75 |
| Broome, E. | 20 00 | ..... | ..... | ..... | 20 00 |
| Brown, A. G. | 73 25 | ..... | ..... | ..... | 73 25 |
| Brown. C. W. | ..... | ..... | 75 25 | ..... | 75 25 |
| Buchanan, M. A. | 56 75 | ..... | ..... | ..... | 56 75 |
| Burns. S. S. | ..... | ..... | ..... | 7 00 | 7 00 |
| Burson, E. C. | 45 00 | ..... | ..... | ..... | 45 00 |

12. *Examinations.*—Continued.

(a) Remuneration to Examiners:

| NAME. | Remuneration as Examiner. | Expenses. | Presiding Examiner. | Attendant. | Total. |
|---|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| Burt-Gerrans, J. T. | ..... | ..... | 6 00 | ..... | 6 00 |
| Burton, E. F. | 106 12 | ..... | ..... | ..... | 106 12 |
| Cameron, I. H. | 45 00 | ..... | ..... | ..... | 45 00 |
| Cameron, J. H. | 132 75 | ..... | ..... | ..... | 132 75 |
| Cameron, M. H. V. | 45 00 | 4 46 | 46 50 | ..... | 95 96 |
| Campbell, J. D. | ..... | 1 85 | 5 00 | ..... | 6 85 |
| Carr, H. | 19 75 | ..... | ..... | ..... | 19 75 |
| Carruthers, A. | 57 13 | ..... | 54 50 | ..... | 111 63 |
| Cavan, W. P. | 60 00 | ..... | ..... | ..... | 60 00 |
| Chambers, G. | 60 00 | ..... | ..... | ..... | 60 00 |
| Chant, C. A. | 84 75 | ..... | ..... | ..... | 84 75 |
| Clarke, C. K. | 5 00 | ..... | ..... | ..... | 5 00 |
| Clarkson, F. A. | 32 25 | ..... | ..... | ..... | 32 25 |
| Clawson, W. H. | 76 25 | ..... | 18 00 | ..... | 94 25 |
| Coatsworth, R. C. | ..... | ..... | ..... | 37 50 | 37 50 |
| Cochrane, R. B. | ..... | 2 00 | 2 50 | ..... | 4 50 |
| Cockburn, J. R. | 171 50 | ..... | ..... | ..... | 171 50 |
| Coghill, J. B. | ..... | ..... | ..... | 41 50 | 41 50 |
| Coghlan, F. T. | 32 25 | ..... | ..... | ..... | 32 25 |
| Coleman, A. P. | 141 75 | ..... | ..... | ..... | 141 75 |
| Coleman, H. T. J. | 207 00 | ..... | 39 00 | ..... | 246 00 |
| Colwill, E. R. | ..... | ..... | ..... | 46 00 | 46 00 |
| Cooch, H. A. | ..... | ..... | 21 00 | ..... | 21 00 |
| Coombs, F. E. | 119 75 | ..... | 36 00 | ..... | 155 75 |
| Cooper, A. R. | 12 50 | ..... | ..... | ..... | 12 50 |
| Corbett, L. H. | 99 25 | ..... | ..... | ..... | 99 25 |
| Cornish, G. A. | 140 50 | ..... | ..... | ..... | 140 50 |
| Cosgrave, F. H. | 6 00 | ..... | ..... | ..... | 6 00 |
| Crawford, H. J. | 111 75 | ..... | ..... | ..... | 111 75 |
| Crawford, J. T. | 86 50 | ..... | ..... | ..... | 86 50 |
| Crerar, S. R | 48 00 | ..... | ..... | ..... | 48 00 |
| Cringan, A. T. | 10 00 | 4 45 | ..... | ..... | 14 45 |
| Crosby, T. H. | ..... | ..... | 7 50 | ..... | 7 50 |
| Cudmore, S. A. | 118 05 | ..... | 72 00 | ..... | 190 05 |
| Cunningham, R. A. | ..... | ..... | 10 50 | ..... | 10 50 |
| Davidson, R. | 12 75 | ..... | ..... | ..... | 12 75 |
| Dawes, H. F. | 15 60 | ..... | ..... | ..... | 15 60 |
| Day, G. E. | 14 50 | ..... | ..... | ..... | 14 50 |
| Day, W. H. | 56 50 | ..... | ..... | ..... | 56 50 |
| De Beaumont, V. | 156 50 | ..... | 22 50 | ..... | 179 00 |
| De Champ, St. E. | 262 75 | ..... | ..... | ..... | 262 75 |
| De Laporte, A. V. | ..... | ..... | 9 00 | ..... | 9 00 |
| De Lury, A. T. | 239 60 | ..... | ..... | ..... | 239 60 |
| De Witt, N. W. | 128 33 | ..... | ..... | ..... | 128 33 |
| Dickson, Miss A. I. | ..... | ..... | 1 50 | ..... | 1 50 |
| Di Pietro, N. | 59 75 | ..... | 19 50 | ..... | 79 25 |
| Dix, G. H. | ..... | ..... | ..... | 17 00 | 17 00 |
| Dixon, L. A. | ..... | ..... | ..... | 22 50 | 22 50 |
| Duckworth, H. T. F. | 31 63 | ..... | 27 00 | ..... | 58 63 |
| Duncan, J. H. | 66 25 | ..... | ..... | ..... | 66 25 |
| Dushman, S. | 27 00 | ..... | ..... | ..... | 27 00 |
| Dwyer, R. J. | 60 00 | ..... | ..... | ..... | 60 00 |
| Dyer, F. C. | ..... | ..... | 13 50 | ..... | 13 50 |
| Eadie, Miss E. M. | 72 00 | ..... | ..... | ..... | 72 00 |
| Eakin, T. | 114 75 | ..... | 77 50 | ..... | 192 25 |
| Earp, W. A. | ..... | ..... | ..... | 18 50 | 18 50 |
| Eastman, J. W. | 18 75 | ..... | ..... | ..... | 18 75 |

12. *Examinations.*—Continued.

(a) Remuneration to Examiners:

| NAME. | Remuneration as Examiner. | Expenses. | Presiding Examiner. | Attendant. | Total. |
|---|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| Edgar, Pelham | 79 75 | | 19 50 | | 99 25 |
| Edwards, S F. | 15 25 | | | | 15 25 |
| Elliott, J. H. | 33 00 | | | | 33 00 |
| Ellis, W. H. | 169 75 | | | | 169 75 |
| Evans, G. A | 27 50 | | | | 27 50 |
| Fairclough, W. E. | 52 05 | | | | 52 05 |
| Falconbridge, J. D. | 52 00 | | | | 52 00 |
| Faull, J. H. | 54 38 | | | | 54 38 |
| Fear, W. J. | 16 50 | | | | 16 50 |
| Fenton, F. | 16 75 | | | | 16 75 |
| Ferguson, C. S. | | | | 26 00 | 26 00 |
| Ferguson, W. C. | 66 75 | | | | 66 75 |
| Fernow, B. E. | 26 75 | | | | 26 75 |
| Fields, J. C. | 74 94 | | | | 74 94 |
| Fisken, J. B. K | | | 12 00 | | 12 00 |
| Fletcher, J. | 98 38 | | | | 98 38 |
| Forbes, H. S | | | | 47 00 | 47 00 |
| Forsyth, W. O. | 40 50 | 2 95 | | | 43 45 |
| Foster, H. W. A. | 45 00 | | | | 45 00 |
| Fotheringham, J. T. | 7 75 | | | | 7 75 |
| Fowler, W. J. R. | 30 75 | | | | 30 75 |
| Fraser, A | | | 12 00 | | 12 00 |
| Fraser, J. G. | | | | 33 50 | 33 50 |
| Fraser, W. H | 134 50 | | | | 134 50 |
| Fray, E | | | | 7 00 | 7 00 |
| Fulmer, H. L. | 38 25 | | | | 38 25 |
| Gaby, R. E. | 27 25 | | | | 27 25 |
| Galbraith, J. | 11 00 | | | | 11 00 |
| Gallie, W. E. | 10 00 | | | | 10 00 |
| Gilchris L. | 84 20 | | | | 84 20 |
| Gillespie, P. | 178 75 | | | | 178 75 |
| Goldie, W | 30 00 | | | | 30 00 |
| Graham, D. L. | 99 75 | | | | 99 75 |
| Graham, J. S | 45 00 | | | | 45 00 |
| Graham, W. R. | 16 25 | | | | 16 25 |
| Grange, E. A. A. | 20 50 | | | | 20 50 |
| Grant, Jas | | | | 16 00 | 16 00 |
| Green, W. F. | 21 50 | | 6 00 | | 27 50 |
| Guest, W. S | 64 00 | | 7 50 | | 71 50 |
| Hamilton, A. E. | 6 25 | | | | 6 25 |
| Hamilton, Miss M. A. | 23 00 | | | | 23 00 |
| Hanley, T. B | 20 00 | | | | 20 00 |
| Harcourt, R. | 57 00 | | | | 57 00 |
| Harris, C. L. M. | 30 75 | 10 80 | | | 41 55 |
| Harrison, J. W. F. | 61 25 | 24 22 | | | 85 47 |
| Hart, A. P | 20 00 | | | | 20 00 |
| Harvey, Miss W | 30 25 | | | | 30 25 |
| Haviland, H. J. | | | 2 50 | | 2 50 |
| Haultain, H. E. T. | 150 75 | | | | 150 75 |
| Heebner, C. F. | 55 00 | | | | 55 00 |
| Henderson, V. E. | 58 50 | | | | 58 50 |
| Hendrick, A. C. | 50 00 | | | | 50 00 |
| Hendry, W. B. | 45 00 | | | | 45 00 |
| Hermiston, G. M. | 8 13 | | | | 8 13 |
| Hetherington, A. E. | | 32 | 5 00 | | 5 32 |
| Hewlett, W. H. | 90 80 | 200 00 | | | 290 80 |

12. *Examinations.*—Continued.

(a) Remuneration to Examiners:

| NAME. | Remuneration as Examiner. | Expenses. | Presiding Examiner. | Attendant. | Total. |
|---|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| Hopkins, R. H. | | | 13 50 | | 13 50 |
| Horning, L. E. | 79 25 | | | | 79 25 |
| Howe, C. D. | 21 00 | | | | 21 00 |
| Howitt, J. E. | 27 25 | | | | 27 25 |
| Hume, J. G. | 77 00 | | | | 77 00 |
| Hunter, A. N. | | | 18 00 | | 18 00 |
| Huntsman, A. G. | 72 13 | | | | 72 13 |
| Hurd, H. E. | 10 25 | | | | 10 25 |
| Hurley, A. E. | 6 00 | | | | 6 00 |
| Hutchison, H. S. | 45 00 | | | | 45 00 |
| Hutton, M. | 63 25 | | | | 63 25 |
| Jackson, G. E. | 37 50 | | | | 37 50 |
| Jarvis, T. D. | 23 25 | | | | 23 25 |
| Jefferys, C. W. | 70 25 | | | | 70 25 |
| Johnston, G. W. | 108 10 | | | | 108 10 |
| Johnston, J. O. | | | | 26 50 | 26 50 |
| Jones, H. | 33 75 | | | | 33 75 |
| Jones, E. | 45 00 | | | | 45 00 |
| Jones, J. | | | | 26 50 | 26 50 |
| Jones, W. W. | 45 00 | | | | 45 00 |
| Keating, E. H. | 5 00 | | | | 5 00 |
| Kemp, J. B. O. | | | 9 00 | | 9 00 |
| Kennedy, C. A. | 5 25 | | | | 5 25 |
| Kenrick, F. B. | 167 75 | | | | 167 75 |
| Keys, D. R. | 81 50 | | | | 81 50 |
| Kirkwood, W. A. | 82 50 | | 22 50 | | 105 00 |
| Kitt, A. N. | 20 00 | | | | 20 00 |
| Kittridge, R. E. L. | 103 75 | | 18 00 | | 121 75 |
| Kylie, E. J. | 65 75 | | | | 65 75 |
| Lagergren, J. T. | 23 00 | | | | 23 00 |
| Laing, A. T. | 55 00 | | | | 55 00 |
| Laird, Miss A. L. | 21 25 | | | | 21 25 |
| Lancaster, H. M. | 30 25 | | | | 30 25 |
| Lang, A. E. | 60 25 | | 18 00 | | 78 25 |
| Lang, W. R. | 62 75 | | | | 62 75 |
| Langford, A. L. | 58 12 | | 47 50 | | 105 62 |
| Langstaff, J. M. | 124 50 | | | | 124 50 |
| Lautz, H. J. | 11 70 | | | | 11 70 |
| Lawson, A. S. | 29 00 | | | | 29 00 |
| Leach, J. | | | | 20 00 | 20 00 |
| Leathes, J. B. | 54 75 | | | | 54 75 |
| Le Drew, H. H. | 18 00 | | | | 18 00 |
| Lefroy, A. H. F. | 42 00 | | | | 42 00 |
| Lester, A. V. | 17 00 | | | | 17 00 |
| Little, J. G. | | 50 | 5 00 | | 5 50 |
| Lloyd, G. I. H. | 56 25 | | | | 56 25 |
| Lloyd, W. L. | | 2 50 | 2 50 | | 5 00 |
| Loudon, T. R. | 138 25 | | | | 138 25 |
| Loudon, W. J. | 167 31 | | | | 167 31 |
| MacCallum, B. A. | 72 00 | | | | 72 00 |
| MacCallum, J. M. | 10 75 | | | | 10 75 |
| Macdonald, F. J. | 38 46 | | | | 38 46 |
| Macdonald, G. A. | | | 6 00 | | 6 00 |
| Mackenzie, J. J. | 41 50 | | | | 41 50 |
| Mackenzie, M. A. | 223 12 | | | | 223 12 |
| Macpherson, W. E. | 50 25 | | | | 50 25 |

12. *Examinations.*—Continued.

(a) Remuneration to Examiners:

| NAME. | Remuneration as Examiner. | Expenses. | Presiding Examiner. | Attendant. | Total. |
|---|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| Magwood, S. J. N | ..... | ..... | 28 50 | ..... | 28 50 |
| Marlow, F. W | 81 00 | ..... | ..... | ..... | 81 00 |
| Marshall, C. E | 15 75 | ..... | ..... | ..... | 15 75 |
| Marshall, R. J | ..... | ..... | 6 00 | ..... | 6 00 |
| Martin, T | 73 75 | 32 00 | ..... | ..... | 105 75 |
| Mavor, J | 81 25 | ..... | ..... | ..... | 81 25 |
| McConnell, A. W | 106 50 | ..... | ..... | ..... | 106 50 |
| McEachern, J | ..... | ..... | ..... | 28 50 | 28 50 |
| McGowan, J | 141 50 | ..... | ..... | ..... | 141 50 |
| McIlwraith, K. C | 35 50 | ..... | ..... | ..... | 35 50 |
| McKay, G. P | ..... | 2 25 | 43 50 | ..... | 45 75 |
| McKenzie, John | ..... | ..... | ..... | 11 00 | 11 00 |
| McLaughlin, J. F | 78 25 | ..... | ..... | ..... | 78 25 |
| MacLean, N. B | ..... | 1 95 | 5 00 | ..... | 6 95 |
| MacLennan, J. C | 119 24 | ..... | ..... | ..... | 119 24 |
| McMurrich, J. P | 106 00 | ..... | ..... | ..... | 106 00 |
| McPhedran, A | 60 00 | ..... | ..... | ..... | 60 00 |
| McPhedran, J. H | 45 00 | ..... | 46 50 | ..... | 91 50 |
| McRae, C. A | 79 75 | ..... | ..... | ..... | 79 75 |
| McTaggart, A | ..... | ..... | 2 50 | ..... | 2 50 |
| McVicar, C. S | 45 00 | ..... | ..... | ..... | 45 00 |
| Meader, F. D | 7 00 | ..... | ..... | ..... | 7 00 |
| Melson, J. W | ..... | ..... | 9 00 | ..... | 9 00 |
| Meredith, F. R | ..... | ..... | ..... | 2 00 | 2 00 |
| Mickle, G. R | 5 00 | ..... | ..... | ..... | 5 00 |
| Miller, W. Lash | 64 50 | ..... | ..... | ..... | 64 50 |
| Milligan, F. S | ..... | ..... | 10 50 | ..... | 10 50 |
| Milner, W. S | 73 12 | ..... | ..... | ..... | 73 12 |
| Moffatt, R. W | 30 50 | ..... | 13 50 | ..... | 44 00 |
| Moir, A | 27 50 | ..... | ..... | ..... | 27 50 |
| Monteith, N | 14 75 | ..... | ..... | ..... | 14 75 |
| Mueller, P. W | 177 50 | ..... | 61 50 | ..... | 239 00 |
| Murch, W. H | ..... | 22 00 | 5 00 | ..... | 27 00 |
| Needler, G. H | 50 50 | ..... | ..... | ..... | 50 50 |
| Nicol, J. D | ..... | 15 | 5 00 | ..... | 5 15 |
| Ockley, Miss L. L | 6 25 | ..... | ..... | ..... | 6 25 |
| Oke, W. V | ..... | ..... | 10 50 | ..... | 10 50 |
| Owen, E. T | 82 50 | ..... | ..... | ..... | 82 50 |
| Owen, F | 21 50 | ..... | ..... | ..... | 21 50 |
| Pakenham, W | 131 00 | ..... | ..... | ..... | 131 00 |
| Parks, W. A | 106 05 | ..... | ..... | ..... | 106 05 |
| Parsons, A. L | 45 75 | ..... | ..... | ..... | 45 75 |
| Patterson, Miss O. G | 9 25 | ..... | ..... | ..... | 9 25 |
| Pattinson, Miss N. L | 22 25 | ..... | ..... | ..... | 22 25 |
| Paul, Miss H. A | 27 50 | ..... | ..... | ..... | 27 50 |
| Pearson, W. G | ..... | ..... | ..... | 47 00 | 47 00 |
| Pepler, W. H | 5 00 | ..... | ..... | ..... | 5 00 |
| Pequegnat, M | ..... | ..... | 9 00 | ..... | 9 00 |
| Pherrill, C. O | ..... | ..... | ..... | 5 50 | 5 50 |
| Philp, G. R | 9 00 | ..... | ..... | ..... | 9 00 |
| Piersol, W. H | 240 25 | ..... | ..... | ..... | 240 25 |
| Potter, W. A | 30 25 | ..... | ..... | ..... | 30 25 |
| Pound, V. E | 8 63 | ..... | ..... | ..... | 8 63 |
| Powell, N. A | 30 00 | ..... | ..... | ..... | 30 00 |
| Pratt, E. J | ..... | ..... | ..... | 26 00 | 26 00 |
| Price, H. W | 179 50 | ..... | ..... | ..... | 179 50 |
| Primrose, A | 38 50 | ..... | ..... | ..... | 38 50 |

12. *Examinations.*—Continued.

(a) Remuneration to Examiners:

| NAME. | Remuneration as Examiner. | Expenses. | Presiding Examiner. | Attendant. | Total. |
|---|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| Pringle, J. R. | 20 50 | | | | 20 50 |
| Purcell. J. J. | 94 75 | | | | 94 75 |
| Pybus, G. G. | | | | 9 00 | 9 00 |
| Radcliffe, S. J. | | | 10 00 | | 10 00 |
| Reade, R. C. | 83 13 | | | | 83 13 |
| Reaman, G. E. | | | | 38 50 | 38 50 |
| Redfern, C. R. | | | 9 00 | | 9 00 |
| Reich, P. | 59 25 | | | | 59 25 |
| Reynolds, J. B. | 41 50 | | | | 41 50 |
| Rigg. J. F. | 20 00 | | | | 20 00 |
| Robertson, A. D. | 32 00 | | | | 32 00 |
| Robertson, D. E. | | | 3 00 | | 3 00 |
| Robertson, G. D. | 72 00 | | | | 72 00 |
| Robertson, J. C. | 65 08 | | | | 65 08 |
| Robertson, W. J. | | 50 | 2 50 | | 3 00 |
| Robinson, B. H. | | | | 36 00 | 36 00 |
| Robinson, T. R. | 144 25 | | 84 00 | | 228 25 |
| Roche, N. | 30 25 | | | | 30 25 |
| Rolph, F. W. | 55 00 | | | | 55 00 |
| Rosebrugh, T. R. | 177 25 | | | | 177 25 |
| Ross, A. H. D. | 17 00 | | | | 17 00 |
| Ross, R. A. | 5 00 | | | | 5 00 |
| Routh, H. V. | 5 25 | | | | 5 25 |
| Rubidge, W. F. B. | | | 6 00 | | 6 00 |
| Rudolf, R. D. | 16 75 | | | | 16 75 |
| Rutlidge, L. T. | 48 75 | | | | 48 75 |
| Ryerson, E. S. | 54 00 | | | | 54 00 |
| Ryerson, G. S. | 8 75 | | | | 8 75 |
| Sale, C. E. | 17 00 | | | | 17 00 |
| Salter, Miss L. | | | 25 50 | | 25 50 |
| Santo. A. E. | 15 75 | | | | 15 75 |
| Saunders, C. G. | 10 25 | | | | 10 25 |
| Saunders. D. W. | 15 75 | | | | 15 75 |
| Scarrow, A. N. | 58 75 | | | | 58 75 |
| Scherer, F. W. | | 6 00 | | | 6 00 |
| Schuch, E. W. | 10 00 | | | | 10 00 |
| Scott, J. B. | | | | 11 00 | 11 00 |
| Scott, P. L. | 27 50 | | | | 27 50 |
| Scott, W. A. | 45 00 | | | | 45 00 |
| Sebert, L. | 20 00 | | | | 20 00 |
| Shenstone, N. S. | 45 00 | | | | 45 00 |
| Shuttleworth, C. B. | 68 50 | | | | 68 50 |
| Silverthorn, G. | 53 13 | | | | 53 13 |
| Sissons, C. B. | 101 74 | | 25 50 | | 127 24 |
| Skeeles. L. O. C. | 20 00 | | | | 20 00 |
| Smith, D. K. | 20 50 | | | | 20 50 |
| Smith, G. E. | | 3 00 | 40 50 | | 43 50 |
| Smith, G. O. | 67 50 | | | | 67 50 |
| Smith, H. G. | 20 00 | | | | 20 00 |
| Smith, W. G. | 57 25 | | 70 50 | | 127 75 |
| Smither, W. J. | | | 39 00 | | 39 00 |
| Snow, J. F. | 15 00 | | | | 15 00 |
| Squair, J. | 91 00 | | | | 91 00 |
| Stanford, Sir Chas. V. | 100 00 | | | | 100 00 |
| Starr, C. L. | 10 00 | | | | 10 00 |
| Steele, A. L. | | | 7 50 | | 7 50 |
| Stevenson, G. S. | 60 00 | | 28 50 | | 88 50 |
| Stevenson, O. J. | 105 25 | | | | 105 25 |
| Stewart, A. A. | 15 75 | | | | 15 75 |
| Stewart, A. C. | | | 2 50 | | 2 50 |

12. *Examinations.*—Continued.

(a) Remuneration to Examiners:

| NAME. | Remuneration as Examiner. | Expenses. | Presiding Examiner. | Attendant. | Total. |
|---|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| Stewart, L. B | 132 25 | | | | 132 25 |
| Stewart, R. B | 17 75 | | | | 17 75 |
| Strathy, G. S | | | 21 00 | | 21 00 |
| Tanton, T. L | 8 00 | | | | 8 00 |
| Tattersall, R | | 83 85 | | | 83 85 |
| Taylor, L. B | 52 00 | | | | 52 00 |
| Taylor, W. E | | | 7 50 | | 7 50 |
| Taylor, W. R | 22 50 | | | | 22 50 |
| Temple, C. A | 10 25 | | | | 10 25 |
| Thompson, C. S | | | | 4 50 | 4 50 |
| Thomson, L. R | | | 4 00 | | 4 00 |
| Thomson, R. B | 60 13 | | | | 60 13 |
| Toews, P | 34 75 | | | | 34 75 |
| Traill, J. J | 113 25 | | 4 50 | | 117 75 |
| Treadgold, W. M | 117 00 | | | | 117 00 |
| Tripp, J. D. A | 10 00 | 8 00 | | | 18 00 |
| Trotter, W. C | 25 00 | | | | 25 00 |
| Vander Smissen, W. H | 5 00 | | | | 5 00 |
| Vogt, A. S | 13 60 | 3 00 | | | 16 60 |
| Wade, R. W | 43 50 | | | | 43 50 |
| Wagner, C. J | 45 00 | | | | 45 00 |
| Walker, A. C | 10 25 | | | | 10 25 |
| Walker, E. M | 30 13 | | | | 30 13 |
| Walker, T. L | 105 13 | | | | 105 13 |
| Wallace, M. W | 130 75 | | | | 130 75 |
| Wallace, W. S | 91 25 | | | | 91 25 |
| Walt, C. F | 15 75 | | | | 15 75 |
| Watt, Mrs. A. T | | 3 25 | 2 50 | | 5 75 |
| Watt, J. C | 101 25 | | | | 101 25 |
| Waugh, F. A | 13 50 | 35 | | | 13 85 |
| Webster, H. B | 16 25 | | | | 16 25 |
| Welsman, F. S | 65 20 | 14 45 | | | 79 65 |
| Wheeldon, H A | 62 66 | | | | 62 66 |
| White, J. H | 27 50 | | 19 50 | | 47 00 |
| Whitelaw, W. M | | | | 25 50 | 25 50 |
| Wickens, W. S | | | 7 50 | | 7 50 |
| Will, J. S | 84 75 | | 24 00 | | 108 75 |
| Williams, J. A. McK | | | 7 50 | | 7 50 |
| Williams, R. H | 119 50 | | | | 119 50 |
| Willmott, W. E | 15 75 | | | | 15 75 |
| Woodcock, J. N | 74 60 | | 25 50 | | 100 10 |
| Wright, A. B | 10 00 | | | | 10 00 |
| Wright, C. H. C | 47 75 | | | | 47 75 |
| Wright, R. R | 170 00 | | | | 170 00 |
| Wright, W. W | | | 18 00 | | 18 00 |
| Wrong, G. M | 133 25 | | | | 133 25 |
| Youell, A. W | | | 13 50 | | 13 50 |
| Young, A. H | 69 75 | | | | 69 75 |
| Young, C. R | 120 25 | | | | 120 25 |
| Young, J. McG | 62 75 | | | | 62 75 |
| Zavitz, C. A | 15 50 | | | | 15 50 |
| Zavitz, E. J | 5 25 | | | | 5 25 |
| Zimmer, A. R | | | 6 00 | | 6 00 |
| | 18,332 37 | 483 30 | 1,692 25 | 741 00 | 21,248 92 |
| Less paid by Royal College of Dental Surgeons as share of attendance in Dentistry | | | | | 26 62 |
| | | | | | $21,222 30 |

Apportionment.

| | Remuneration as Examiner. | Expenses. | Presiding Examiner | Attendance. | Total. |
|---|---|---|---|---|---|
| | $ c. | $ c. | $ c. | $ c. | $ c. |
| Arts | 7,632 44 | ..... | 773 75 | 509 75 | 8,915 94 |
| Medicine | 2,784 01 | 4 46 | 187 50 | 73 25 | 3,049 22 |
| Engineering and Applied Science | 4,042 50 | 32 | 366 00 | ..... | 4,408 82 |
| Household Science | 85 50 | ..... | ..... | ..... | 85 50 |
| Education | 1,388 25 | ..... | 90 00 | 68 75 | 1,547 00 |
| Forestry | 159 00 | ..... | 19 50 | ..... | 178 50 |
| Law | 90 00 | ..... | 1 50 | 75 | 92 25 |
| Dentistry | 221 26 | ..... | 18 00 | 36 38 | 275 64 |
| Pharmacy | 137 50 | ..... | 30 00 | 23 50 | 191 00 |
| Music | 862 41 | 472 92 | 89 00 | ..... | 1,424 33 |
| Agriculture | 605 25 | 5 60 | 84 00 | ..... | 694 85 |
| Veterinary Science | 324 25 | ..... | 33 00 | 2 00 | 359 25 |
| | 18,332 37 | 483 30 | 1,692 25 | 714 38 | 21,222 30 |

12. *Examinations.*—Continued.

| | | | |
|---|---|---|---|
| (*b*) Examination Supplies and Sundries: | | | |
| University Press, examination books, stationery and supplies | | $1,490 33 | |
| Filling in diplomas: | | | |
| Edith E. Shaw, $68.25; R. M. Williams, $93.65 | | 161 90 | |
| Rent of pianos, etc.: | | | |
| Gourlay, Winter & Leeming | $17 00 | | |
| Miss G. Martyn | 2 00 | | |
| Miss L. S. Menser | 2 00 | | |
| | | 21 00 | |
| C. F. Heebner, chemicals and supplies | | 57 92 | |
| J. J. McLaughlin, spring water | | 13 20 | |
| Fletcher Mfg. Co., glasses | | 2 50 | |
| Sundry labor, $91.08; cartage, $77.70 | | 168 78 | |
| Revising lists and determining awards *re* scholarship examinations: | | | |
| J. Brebner | $6 00 | | |
| G. H. Campbell | 18 60 | | |
| A. Carruthers | 5 35 | | |
| | | 29 95 | |
| | | | 1,945 58 |
| (*c*) Printing examination papers and class lists: | | | |
| University Press | | | 3,727 60 |
| | | | $26,895 48 |

13. *Convocation Expenses.*

| | | |
|---|---|---|
| Special Convocation, H. R. H. The Duke of Connaught: | | |
| American Tent and Awning Co., rent of carpet | $5 00 | |
| City Storage Co., cartage | 3 50 | |
| T. Eaton Co., Ltd., decorations | 20 00 | |
| Harcourt & Son, Ltd., hoods | 82 25 | |
| University Press, printing | 15 05 | |
| June Convocation: | | |
| Geo. Coles, Ltd., catering | 600 00 | |
| Harcourt & Sons, Ltd., hoods | 50 00 | |
| Highlanders' Band, musical services | 45 00 | |
| University Press, printing | 181 35 | |
| Petty items | 1 00 | |
| | | $1,003 15 |

14. *Receptions to Societies and University Visitors.*

| | | | |
|---|---|---|---|
| Expenses of Entertainment ($305.26): | | | |
| J. W. Bain, expenses *re* meeting of American Electro-Chemical Society, Sept., 1911 | | $231 40 | |
| University Dining Hall, luncheon to members of American Political Science Association | | 41 06 | |
| University Faculty Union, luncheon to members of Ontario Educational Asociation | | 27 45 | |
| The Registrar, luncheon to members of University Conference | | 5 35 | |
| Honoraria to occasional visiting lecturers ($434.00): | | | |
| Professor Hadamard | | 60 00 | |
| M. Anatole le Braz | | 40 00 | |
| F. H. Newell | | 34 00 | |
| T. H. Mawson, for series of lectures on Town Planning | $500 00 | | |
| Less paid by Guild of Civic Art.. | $100 00 | | |
| And Board of Trade | 100 00 | | |
| | 200 00 | | |
| | $300 00 | | |

14. *Reception to Societies and University Visitors.*—Continued.

| | | | |
|---|---|---|---|
| Attendance: S. J. Apted, $12.00; Sundry ushers, $18.00; Joseph Allan, operating lantern, $12.00 | 42 00 | | |
| | $342 00 | | |
| Less charged to contingencies | 42 00 | 300 00 | |
| | | | $739 26 |

15. *Telephones.*

| | | | |
|---|---|---|---|
| Bell Telephone Co., telephone service to June 30th, 1912 | | $2,136 94 | |
| Less receipts from subservices | $489 60 | | |
| And from slot machines | 25 65 | 515 25 | |
| | | $1,621 69 | |
| Switchboard operators: | | | |
| Miss E. Fox, 52 weeks, 2 days | | 340 17 | |
| Miss P. Laing, 52 weeks, 2 days | | 340 17 | |
| Mrs. Cunningham, relieving, 10 days | | 15 00 | |
| Miss Scher, relieving, 3 days | | 6 00 | |
| | | | $2,323 03 |

16. *Insurance.*

| | | | |
|---|---|---|---|
| Balance of premiums on general schedule carried forward from 1910-11 | | $6,751 68 | |
| Insurance on Pathological Building: | | | |
| Aetna Insurance Co. | $34 00 | | |
| Alliance Assurance Co. | 34 00 | | |
| Atlas Assurance Co. | 34 00 | | |
| British America Assurance Co. | 34 00 | | |
| Guardian Assurance Co. | 34 00 | | |
| Hartford Insurance Co. | 34 00 | | |
| Liverpool, London & Globe Insurance Co. | 34 00 | | |
| London Assurance Corporation | 34 00 | | |
| London & Lancashire Fire Insurance Co. | 34 00 | | |
| North British & Mercantile Insurance Co. | 34 00 | | |
| Northern Assurance Co. | 34 00 | | |
| Norwich Union Fire Assurance Society | 34 00 | | |
| Phœnix Assurance Co., of London | 34 00 | | |
| Queen City Fire Insurance Co. | 34 00 | | |
| Royal Insurance Co. | 34 00 | | |
| Scottish Union & National Insurance Co. | 34 00 | | |
| Sun Insurance Co. | 34 00 | | |
| Western Assurance Co. | 34 00 | | |
| Commercial Union Assurance Co. | 26 57 | | |
| Home Insurance Co. | 26 56 | | |
| Yorkshire Insurance Co. | 26 56 | | |
| Caledonian Insurance Co. | 17 00 | | |
| Mercantile Fire Insurance Co. | 17 00 | | |
| Perth Mutual Fire Insurance Co. | 17 00 | | |
| Quebec Fire Insurance Co. | 17 00 | | |
| Union Assurance Society | 17 00 | | |
| Acadia Fire Insurance Co. | 10 63 | | |
| General Fire Assurance Corporation | 10 62 | | |
| Insurance Co., of North America | 10 62 | | |
| Phœnix Co., of Hartford | 10 63 | | |
| Queen Insurance Co. | 10 62 | | |
| Sovereign Fire Assurance Co. | 10 63 | | |
| London Mutual Fire Insurance Co. | 5 31 | | |
| Waterloo Mutual Fire Insurance Co. | 4 25 | | |
| | | 850 00 | |
| Workmen's risk on Pathological Building, 3 mos. | | 75 00 | |

16. *Insurance.*—Continued.

| | | | |
|---|---|---|---|
| North British and Mercantile Insurance Co.: | | | |
| Insurance on grand stand and bleachers at new Athletic Field | | 391 25 | |
| And workmen's risk during construction | $105 00 | | |
| Less paid by contractor | 40 00 | | |
| | | 65 00 | |
| Insurance on temporary Gymnasium | | 200 00 | |
| And workmen's risk during construction, 2 mos. | | 20 00 | |
| Atlas Assurance Co., 85 St. George St. | | 16 88 | |
| British America Assurance Co., carpenter's shop | | 51 15 | |
| | | $8,420 96 | |
| Less sundry credits | | 52 26 | |
| | | | $8,368 70 |

17. *Advertising Expenses.*

| | | |
|---|---|---|
| Acta Ridleiana | $20 00 | |
| Acta Victoriana | 25 00 | |
| Applied Science | 20 00 | |
| The Arbor | 25 00 | |
| Association of Ontario Land Surveyors Report | 6 00 | |
| Canadian Almanac | 15 00 | |
| Canadian Forestry Journal | 12 50 | |
| Canadian Medical Association Journal | 50 00 | |
| Canadian Mining Journal | 45 00 | |
| Forestry Quarterly | 22 00 | |
| Lux Columbiana, New Westminster | 15 00 | |
| St. Andrew's College Review | 20 00 | |
| Torontonensis | 60 00 | |
| Trinity College School Review | 9 00 | |
| Trinity University Review | 25 00 | |
| University Magazine | 72 00 | |
| University Monthly | 300 00 | |
| University of Toronto Y. M. C. A. Handbook | 10 00 | |
| The Varsity | 100 00 | |
| Vox Lycei | 8 00 | |
| Sundry announcements: | | |
| Evening Telegram | 3 00 | |
| Globe Printing Co. | 9 00 | |
| Mail and Empire | 8 70 | |
| The News | 3 00 | |
| Toronto World | 6 20 | |
| | | $889 40 |

18. *Aid to Publications and Societies.*

| | | |
|---|---|---|
| Astronomical Journal | $100 00 | |
| University Monthly | 188 78 | |
| Archæological School at Jerusalem | 100 00 | |
| | | $388 78 |

19. *University Studies.*

| | | |
|---|---|---|
| H. H. Langton, general editor's remuneration, 6 mos. | $100 00 | |
| Miss Laura Mason, acting general editor, 6 mos. | 100 00 | |
| Wm. Briggs, printing and binding | 129 80 | |
| Canadian Institute, reprints | 35 45 | |
| Forestry Quarterly, reprints | $50 00 | |
| " " deficit on Vol. VIII. | 141 56 | |
| " " deficit on Vol. IX. | 89 01 | |
| | 280 57 | |
| Grip. Ltd., diagrams | 31 20 | |
| B. Meisel, reprints | 95 51 | |
| Morang & Co., subscribers' list | 20 00 | |

19. *University Studies.*—Continued.

| | | |
|---|---|---|
| Mortimer Co., Ltd., reprints | 6 50 | |
| The Science Press, reprints | 13 20 | |
| Taylor & Francis, reprints | 18 35 | |
| University Press, printing and binding | 1,286 05 | |
| Freight charges | 4 05 | |
| Royalties and payments to contributors ($293.35): | | |
| H. H. Langton, royalties on sales | 37 55 | |
| G. M. Wrong, " " | 37 55 | |
| W. S. Wallace " " | 48 75 | |
| Contributors: | | |
| D. D. Cairns | 2 50 | |
| A. F. Chamberlain | 15 00 | |
| A. P. Coleman | 9 00 | |
| S. A. Cudmore | 8 00 | |
| B. E. Fernow | 2 00 | |
| W. K. Fraser | 2 50 | |
| W. L. Grant | 7 00 | |
| L. Hamilton | 5 00 | |
| Judge Howay | 11 00 | |
| A. F. Hunter | 3 50 | |
| E. J. Kylie | 10 00 | |
| G. I. H. Lloyd | 8 50 | |
| D. A. McArthur | 6 50 | |
| S. J. McLean | 2 00 | |
| A. McMechan | 2 50 | |
| W. B. Munro | 1 50 | |
| G. H. Oliver | 5 00 | |
| W. O. Raymond | 2 50 | |
| M. W. Wallace | 2 00 | |
| W. S. Wallace | 56 50 | |
| James White | 3 00 | |
| Wm. Wood | 3 00 | |
| Frank Yeigh | 1 00 | |
| | $2,414 03 | |
| Less amount chargeable to University Studies Trust Funds account | 313 35 | |
| | | $2,100 68 |

20. *Law Costs.*

| | | |
|---|---|---|
| John A. Paterson, K.C., legal services (as Solicitor) to the University | $943 83 | |
| Less sundry credits | 43 22 | |
| | | $900 61 |

21. *General Incidentals.*

| | | |
|---|---|---|
| Travelling expenses of the Board of Governors and the Senate ($112.70): | | |
| Board of Governors: | | |
| Judge C. G. Snider | $35 00 | |
| Members of the Senate: | | |
| Dr. Wm. Burt | 3 35 | |
| James Chisholm | 1 95 | |
| J. H. Coyne | 12 20 | |
| G. C. Creelman | 4 90 | |
| Barlow Cumberland | 3 20 | |
| Wm. Dale | 15 00 | |
| W. N. Ponton | 11 40 | |
| T. G. Raynor | 25 70 | |
| Travelling expenses of the President and Academic Staff ($988.37): | | |
| President Falconer | 116 90 | |
| W. J. Alexander | 34 50 | |
| J. W. Barton | 26 00 | |

21. *General Incidentals.*—Continued.

| | | |
|---|---|---|
| J. J. Bell | 15 00 | |
| Mrs. M. H. Campbell | 12 00 | |
| C. A. Chant | 25 00 | |
| A. P. Coleman | 25 00 | |
| S. A. Cudmore | 25 00 | |
| Miss E. M. Eadie | 25 00 | |
| J. H. Faull | 25 00 | |
| J. C. Fields | 25 00 | |
| L. Gilchrist | 25 00 | |
| H. E. T. Haultain | 18 00 | |
| J. G. Hume | 25 00 | |
| M. Hutton | 106 32 | |
| G. E. Jackson | 25 00 | |
| G. W. Johnston | 25 00 | |
| Ernest Jones | 25 00 | |
| F. B. Kenrick | 25 00 | |
| A. T. Laing | 25 00 | |
| J. B. Leathes | 15 00 | |
| G. I. H. Lloyd | 25 00 | |
| J. C. McLennan | 15 00 | |
| J. P. McMurrich | 45 00 | |
| Miss O. G. Patterson | 25 00 | |
| J. T. Saunders | 25 00 | |
| R. B. Stewart | 25 00 | |
| L. B. Taylor | 15 00 | |
| R. B. Thomson | 25 00 | |
| R. Ramsay Wright | 58 75 | |
| C. H. C. Wright and W. J. Alexander, expenses attending the University Club Dinner in New York | 60 90 | |
| Sundry Incidental Expenses ($311.01): | | |
| A. H. Howard, engrossing sundry resolutions | 75 00 | |
| R. M. Williams, engrossing sundry resolutions | 140 00 | |
| Aid to University Y. M. C. A.: | | |
| Connell Anthracite Mining Co., fuel supplied | 75 81 | |
| Michie & Co., spring water | 2 70 | |
| Geo. J. McKiee, *re* Charlotteville lot, inspection, $7.50; commission on sale, $10.00 | 17 50 | |
| | | 1,412 08 |
| | | $154,798 96 |

II. Faculty of Arts.

23. *Salaries.*

(1) Departments in the University of Toronto ($157,354.25).

*Mathematics.*

| | | |
|---|---|---|
| A. Baker, Professor, 12 mos. to 30th June | $4,000 00 | |
| A. T. DeLury, Professor, 12 mos. to 30th June | 3,400 00 | |
| M. A. Mackenzie, Associate Professor, 12 mos. to 30th June | 3,000 00 | |
| J. C. Fields, Associate Professor, 12 mos. to 30th June | 2,800 00 | |
| S. Beatty, Lecturer (Sessional) | 1,400 00 | |
| Fellows (Sessional) at $500 each: | | |
| Miss A. I. N. Ball (paid also in Physics) | 500 00 | |
| W. R. Bocking | 500 00 | |
| F. J. Macdonald (paid also in Physics) | 500 00 | |
| | | $16,100 00 |

*Mechanics.*

| | | |
|---|---|---|
| W. J. Loudon, Professor, 12 mos. to 30th June | $3,400 00 | |
| | | $3,400 00 |

23. *Salaries.*—Continued.

*Physics.*

| | | |
|---|---|---|
| J. C. McLennan, Professor, 12 mos. to 30th June | $3,500 00 | |
| E. F. Burton, Associate Professor, 12 mos. to 30th June | 2,100 00 | |
| L. Gilchrist, Demonstrator, 12 mos. to 30th June | 1,900 00 | |
| H. F. Dawes, Lecturer (Sessional), 2 mos. at $1,500 (resigned), $250; temporary work, $100 | 350 00 | |
| Demonstrators (Sessional): | | |
| H. A. McTaggart | 1,100 00 | |
| V. E. Pound | 1,000 00 | |
| P. Blackman, Lecture and Laboratory Assistant (Sessional) | 750 00 | |
| Class and Lecture Assistants (Sessional): | | |
| W. T. Kennedy | 400 00 | |
| F. C. Asbury | 300 00 | |
| E. N. Macallum | 300 00 | |
| S. A. Kennedy | 225 00 | |
| G. W. Spenceley | 225 00 | |
| Miss A. I. N. Ball (paid also in Mathematics) | 175 00 | |
| F. J. Macdonald (paid also in Mathematics) | 175 00 | |
| J. D. Buchanan | 150 00 | |
| C. W. Robb | 150 00 | |
| Miss C. E. Clinkscale | 75 00 | |
| E. Evans | 75 00 | |
| E. A. Hodgson | 75 00 | |
| Miss F. Johnston | 75 00 | |
| D. P. Rogers | 75 00 | |
| Miss A. T. Reed, Class Assistant and Stenographer (Sessional) | 700 00 | |
| T. S. Plaskett, Mechanician, 12 mos. to 30th June | 1,100 00 | |
| A. Dennett, Assistant Mechanician, 12 mos. to 30th June | 750 00 | |
| Glass-blowers, share of salaries detailed under Physiology. | 333 00 | |
| S. Richardson, Laboratory Attendant, 12 mos. to 30th June | 550 00 | |
| J. Wicksey, Laboratory Carpenter, 12 mos. to 30th June (paid also $550 as Caretaker, Physics building) | 300 00 | |
| Workshop Assistants at 11½c. to 35c. an hour: | | |
| T. Bodell, 266½ hours, $93.28; C. Crook, 93 hours, $32.55; F Forty, 504 hours, $57.31; E. Slade, 240 hours, $27.28; G. L. Valary, 40 hours, $13.00; F. C. Asbury, occasional work (additional to Class Assistantship), $25 | 248 42 | |
| | | $17,156 42 |

*Astro-Physics.*

| | | |
|---|---|---|
| C. A. Chant, Associate Professor, 12 mos. to 30th June | $2,500 00 | |
| | | $2,500 00 |

*Geology.*

| | | |
|---|---|---|
| A. P. Coleman, Professor, 12 mos. to 30th June | $4,000 00 | |
| W. A. Parks, Associate Professor, 12 mos. to 30th June | 2,700 00 | |
| A. MacLean, Lecturer (Sessional) | 1,300 00 | |
| D. Stewart, Laboratory Attendant, 12 mos. to 30th June | 260 00 | |
| | | $8,260 00 |

*Mineralogy.*

| | | |
|---|---|---|
| T. L. Walker, Professor, 12 mos. to 30th June | $3,600 00 | |
| A. L. Parsons, Lecturer, 12 mos. to 30th June | 2,000 00 | |
| W. F. Green, Demonstrator (Sessional) | 1,100 00 | |
| T. L. Tanton, Class and Museum Assistant (Sessional) | 500 00 | |
| W. Stewart, Laboratory Attendant, 12 mos. to 30th June | 600 00 | |
| | | $7,800 00 |

23. *Salaries.*—Continued.

*Chemistry.*

| | | |
|---|---|---|
| W. R. Lang, Professor, 12 mos. to 30th June | $3,600 00 | |
| W. Lash Miller, Professor of Physical Chemistry, 6 mos. at $3,400; 6 mos. at $3,500 | 3,450 00 | |
| F. B. Kenrick, Associate Professor, 12 mos. to 30th June.. | 2,500 00 | |
| F. B. Allan, Associate Professer of Organic Chemistry, 12 mos. to 30th June | 2,500 00 | |
| Assistants (Sessional) at $600: | | |
| R. Boyd (resigned 30th April) | 525 00 | |
| J. B. Coghill (and extra work, $25) | 625 00 | |
| H. P. Corliss (and extra work, $50) | 650 00 | |
| J. A. McRae (and extra work, $50) | 650 00 | |
| Assistants (Sessional) at $500: | | |
| W. L. Argo (and extra work, $50) | 550 00 | |
| G. Blackstock (resigned 30th April) | 437 50 | |
| A. J. Galbraith (resigned 31st December) | 187 50 | |
| R. H. McPherson (1st January to 30th April) | 250 00 | |
| Class Assistants (Sessional) at $60: | | |
| W. H. Eastlake | 60 00 | |
| W. J. Fawcett | 60 00 | |
| J. B. Ferguson | 60 00 | |
| W. S. Funnell | 60 00 | |
| G. E. Gollop | 60 00 | |
| H. C. Martin | 60 00 | |
| C. R. Rubidge | 60 00 | |
| W. B. Wiegand | 60 00 | |
| E. Repath, Laboratory Attendant (with rooms, heat and light as Caretaker, Chemical building) 12 mos. to 30th June | 700 00 | |
| John Smith, Laboratory Attendant, 12 mos. to 30th June... | 550 00 | |
| | $17,655 00 | |
| Less overpayment to R. Isham in 1910-11, returned in 1911-12 | 37 50 | |
| | | $17,617 50 |

*Biology.*

| | | |
|---|---|---|
| R. Ramsay Wright, Professor, 12 mos. to 30th June (paid also as Vice-President) | $4,000 00 | |
| B. A. Bensley, Associate Professor, Zoology, at $2,600 (absent on two-thirds salary) | 1,733 33 | |
| W. H. Piersol, Associate Professor, Histology, 12 mos. to 30th June | 2,200 00 | |
| E. M. Walker, Lecturer, Zoology, 12 mos. to 30th June... | 1,700 00 | |
| A. G. Huntsman, Lecturer, Biology (Sessional) | 1,500 00 | |
| J. T. Saunders, Lecturer, Vertebrate Embryology (Sessional) | 1,200 00 | |
| Fellows (Sessional) at $500: | | |
| A. R. Cooper | 500 00 | |
| A. D. Robertson | 500 00 | |
| Class Assistants (Sessional): | | |
| W. H. T. Baillie | 300 00 | |
| J. M. Livingston (paid also in Botany) | 180 00 | |
| C. M. Hincks | 130 00 | |
| E. A. McCulloch | 120 00 | |
| W. Hamilton | 60 00 | |
| H. J. Shields (paid also in Botany) | 40 00 | |
| W. A. Clemens (paid also in Botany) | 20 00 | |
| J. R. Dymond (paid also in Botany) | 20 00 | |
| Preparators: | | |
| R. E. Coleman, 2 months | 100 00 | |
| T. B. Kurata, 22nd November to 30th June | 365 00 | |
| A. Pride, Sub-Curator, Biological Museum, 12 mos. to 30th June | 850 00 | |
| J. B. Williams, Museum Assistant and Cataloguer, 10 mos. salary | 650 00 | |

23. *Salaries.*—Continued.

| | | |
|---|---|---|
| Miss E. Smith, Office Assistant, 12 mos. to 30th June..... | 450 00 | |
| H. Sherman, Laboratory Attendant, 12 mos. to 30th June.. | 450 00 | |
| | | $17,068 33 |

*Botany.*

| | | |
|---|---|---|
| J. H. Faull, Associate Professor, 12 mos. to 30th June..... | $2,500 00 | |
| R. B. Thomson, Lecturer, 12 mos. to 30th June ..... | 2,000 00 | |
| C. D. Howe, Lecturer (Sessional), $2,000, of which $1,000 charged to Forestry ..... | 1,000 00 | |
| J. H. White, Lecturer (Sessional), $1,500, of which $1,250 charged to Forestry ..... | 250 00 | |
| Class Assistants (Sessional): | | |
| Miss J. McFarlane (paid also in Household Science).. | 300 00 | |
| J. R. Dymond (paid also in Biology) ..... | 130 00 | |
| H. J. Shields (paid also in Biology) ..... | 120 00 | |
| E. A. Allin ..... | 100 00 | |
| W. A. Clemens (paid also in Biology) ..... | 90 00 | |
| J. M. Livingston (paid also in Biology) ..... | 60 00 | |
| A. Simpson, Gardener, 12 mos. to 30th June ..... | 720 00 | |
| Laboratory Attendants: | | |
| H. Pierce, 1st August to 31st January at $25 per month . . ..... | 175 00 | |
| A. Burnett, 1st February to 30th June at $20 per month . . ..... | 100 00 | |
| | | $7,545 00 |

*Bio-Chemistry.*

| | | |
|---|---|---|
| A. B. Macallum, Professor, 12 mos. to 30th June ..... | $4,000 00 | |
| R. E. Gaby, Demonstrator (Sessional, paid also in Surgery) | 1,000 00 | |
| Fellows (Sessional) at $500: | | |
| W. R. Campbell ..... | 500 00 | |
| R. D. Defries ..... | 500 00 | |
| Junior Assistants (Sessional): | | |
| Miss C. F. Woodhouse ..... | 250 00 | |
| Miss R. E. Mills ..... | 150 00 | |
| Laboratory Attendants: | | |
| A. E. Giddens, 12 mos. to 30th June ..... | 500 00 | |
| John Lowndes, 12 mos. to 30th June ..... | 450 00 | |
| Glass-blowers, share of salaries detailed under Physiology. | 150 00 | |
| | | $7,500 00 |

*Physiology.*

| | | | |
|---|---|---|---|
| T. G. Brodie, Professor, 12 mos. to 30th June ..... | | $4,000 00 | |
| J. H. Duncan, Demonstrator (Sessional) ..... | | 800 00 | |
| Fellows (Sessional) at $500: | | | |
| R. C. Coatsworth (from 1st Nov.) ..... | | 437 50 | |
| P. M. O'Sullivan ..... | | 500 00 | |
| Miss M. Douie, Assistant (Sessional) ..... | | 780 00 | |
| Miss F. M. Girdler, Assistant, arrears for services, 14th to 25th January, 1911 ..... | | 22 50 | |
| C. Stewart, Mechanician (Sessional) ..... | | 800 00 | |
| F. L. Robinson, Laboratory Attendant, 12 mos. to 30th June ... | | 500 00 | |
| F. D. Mezen, Glass-blower (Sessional) ..... | $1,250 00 | | |
| Miss R. Ingram, Assistant to Glass-Blower ..... | 350 00 | | |
| | $1,600 00 | | |
| Charged to the following Departments: | | | |
| Physics ..... $333 00 | | | |
| Bio-Chemistry ..... 150 00 | | | |
| Pathology ..... 100 00 | | | |
| Chemical Pathology ..... 100 00 | | | |
| | 683 00 | | |
| Physiology ..... | | 917 00 | |
| | | | 8,757 00 |

23. *Salaries.*—Continued.

*History and Ethnology.*

| | | |
|---|---|---|
| G. M. Wrong, Professor, 12 mos. to 30th June | $4,000 00 | |
| E. J. Kylie, Associate Professor, 12 mos. to 30th June | 2,300 00 | |
| Lecturers (Sessional): | | |
| A. G. Brown, $1,500, of which $1,000 charged to Ancient History | 500 00 | |
| J. J. Bell | 1,500 00 | |
| R. H. Williams | 1,200 00 | |
| W. S. Wallace, Instructor (Sessional) | 500 00 | |
| Miss W. Harvey, Fellow at $500 (paid from fund supplied by graduates) | ..... | |
| | | $10,000 00 |

*Comparative Philology.*

| | | |
|---|---|---|
| A. J. Bell, Professor, 12 mos. to 30th June | $600 00 | |
| | | $600 00 |

*Italian and Spanish.*

| | | |
|---|---|---|
| W. H. Fraser, Professor, 12 mos. to 30th June | $3,600 00 | |
| M. A. Buchanan, Associate Professor, 12 mos. to 30th June | 2,200 00 | |
| Instructors (Sessional): | | |
| N. di Pietro | 1,000 00 | |
| E. Goggio | 900 00 | |
| | | $7,700 00 |

*Philosophy, including Psychology.*

| | | |
|---|---|---|
| J. G. Hume, Professor of History of Philosophy (paid as Professor of Ethics) | ..... | |
| A. Kirschmann, Professor at $3,600 (absent on sick leave at half salary) | $1,800 00 | |
| F. Tracy, Associate Professor, 12 mos to 30th June (absent on sick leave) | 2,700 00 | |
| A. H. Abbott, Associate Professor, 12 mos. to 30th June | 2,500 00 | |
| W. G. Smith, Lecturer and Laboratory Assistant, 12 mos. to 30th June | 1,900 00 | |
| T. R. Robinson, Lecturer, 12 mos. to 30th June | 1,900 00 | |
| G. S. Brett, Lecturer in Greek Philosophy (Sessional) | 1,500 00 | |
| R. B. Liddy, Fellow (Sessional) | 500 00 | |
| E. J. Pratt, Class Assistant (Sessional) | 200 00 | |
| J. Allan, Laboratory Assistant (Sessional) | 750 00 | |
| | | $13,750 00 |

*Political Science.*

| | | |
|---|---|---|
| J. Mavor, Professor, 12 mos. to 30th June | $3,600 00 | |
| G. I. H. Lloyd, Associate Professor, 12 mos. to 30th June | 2,700 00 | |
| Lecturers (Sessional): | | |
| S. A. Cudmore (paid also in Latin) | 1,200 00 | |
| G. E. Jackson | 1,200 00 | |
| J. McGregor Young, Professor of Constitutional and International Law, 12 mos. to 30th June | 1,500 00 | |
| A. H. F. Lefroy, Professor of Roman Law, Jurisprudence and History of English Law, 12 mos. to 30th June | 1,200 00 | |
| J. D. Falconbridge, for Lectures in Commercial Law | 200 00 | |
| | | $11,600 00 |

(2) *Departments in University College* ($71,750.00).

*Greek.*

| | | |
|---|---|---|
| M. Hutton, Professor, 12 mos. to 30th June (paid also as Principal of University College) | $4,000 00 | |
| A. Carruthers, Associate Professor, 12 mos. to 30th June | 2,900 00 | |
| | | $6,900 00 |

23. *Salaries.*—Continued.

*Latin.*

| | | |
|---|---|---|
| J. Fletcher, Professor, 12 mos. to 30th June | $4,000 00 | |
| G. W. Johnston, Associate Professor, 12 mos to 30th June | 2,500 00 | |
| G. O. Smith, Lecturer, 12 mos. to 30th June | 1,900 00 | |
| Instructors (Sessional): | | |
| R. C. Reade | 1,200 00 | |
| S. A. Cudmore (paid also in Political Science) | 500 00 | |
| | | $10,100 00 |

*Ancient History.*

| | | |
|---|---|---|
| W. S. Milner, Professor, 6 mos. at $3,400; 6 mos at $3,500 | $3,450 00 | |
| A. G. Brown, Lecturer (Sessional), $1,500, of which $500 charged to Modern History | 1,000 00 | |
| | | $4,450 00 |

*English.*

| | | |
|---|---|---|
| W. J. Alexander, Professor, 12 mos. to 30th June | $4,000 00 | |
| D. R. Keys, Associate Professor of Anglo-Saxon, 12 mos. to 30th June | 3,000 00 | |
| M. W. Wallace, Associate Professor, 12 mos. to 30th June | 2,300 00 | |
| Lecturers (Sessional): | | |
| G. S. Stevenson | 2,000 00 | |
| W. H. Clawson | 1,400 00 | |
| | | $12,700 00 |

*French.*

| | | |
|---|---|---|
| J. Squair, Professor, 12 mos. to 30th June | $3,600 00 | |
| J. H. Cameron, Associate Professor, 12 mos. to 30th June | 3,000 00 | |
| St. E. de Champ, Associate Professor, 12 mos. to 30th June | 2,200 00 | |
| J. S. Will, Lecturer (Sessional, paid also as Registrar of University College) | 1,600 00 | |
| Instructors (Sessional): | | |
| L. H. Corbett | 1,200 00 | |
| P. Balbaud | 500 00 | |
| L. A. Bibet | 500 00 | |
| | | $12,600 00 |

*German.*

| | | |
|---|---|---|
| W. H. Vander Smissen, Professor, 12 mos. to 30th June | $3,600 00 | |
| G. H. Needler, Associate Professor, 12 mos. to 30th June (paid also as Acting Librarian) | 2,900 00 | |
| P. Toews, Lecturer, 12 mos. to 30th June | 2,000 00 | |
| P. W. Mueller, Lecturer (Sessional), $2,000, of which $500 charged to Applied Science | 1,500 00 | |
| F. Owen, Temporary Instructor | 500 00 | |
| | | $10,500 00 |

*Oriental Languages.*

| | | |
|---|---|---|
| J. F. McCurdy, Professor, 12 mos. to 30th June (on leave of absence) | $4,000 00 | |
| T. Eakin, Associate Professor, 12 mos. to 30th June | 2,100 00 | |
| Lecturers (Sessional): | | |
| C. A. McRae | 1,400 00 | |
| W. R. Taylor | 500 00 | |
| R. Davidson | 500 00 | |
| | | $8,500 00 |

23. *Salaries.*—Continued.

*Ethics.*

| | | |
|---|---|---|
| J. G. Hume, Professor, 12 mos. to 30th June (also Professor of History of Philosophy, University of Toronto) | $3,600 00 | |
| | | $3,600 00 |

*University College, General.*

| | | |
|---|---|---|
| M. Hutton, Principal, 12 mos. to 30th June (paid also as Professor of Greek) | $1,000 00 | |
| J. S. Will, Registrar, 12 mos. to 30th June (paid also in French) | 500 00 | |
| Miss. L. Salter, Lady Superintendent, 12 mos. to 30th June | 900 00 | |
| | | $2,400 00 |
| | | $229,104 25 |

24. *Main Building.*

| | | |
|---|---|---|
| Fuel ($2,509.32): | | |
| Connell Anthracite Mining Co., fuel | $2,509 32 | |
| Light ($219.16): | | |
| Consumers' Gas Co., gas | 54 60 | |
| Toronto Electric Light Co., electrical current | 209 56 | |
| | $264 16 | |
| Less paid by Societies, etc. | 45 00 | |
| | $219 16 | |
| Water ($347.46): | | |
| City Treasurer, water | 347 46 | |
| Caretaker's Supplies ($284.63): | | |
| Superintendent's Dept., material | 284 63 | |
| Cleaning ($1,076.50): | | |
| Allen Mfg. Co., washing towels | 20 03 | |
| Canadian Window Cleaning Co., cleaning windows | 50 00 | |
| Pay Lists, wages of cleaners | 1,030 97 | |
| | $1,101 00 | |
| Less paid by Societies, etc. | 24 50 | |
| | $1,076 50 | |
| Repairs and Renewals ($4,050.12): | | |
| Adams Furniture Co., chairs | 117 25 | |
| Wm. Bartlett & Sons, shades | 66 83 | |
| Canada Furniture Mfrs., Ltd., furniture | 86 50 | |
| Canada Glass Mantels & Tiles, Ltd., tiles, etc. | 14 25 | |
| Common Sense Mfg. Co., exterminating rats | 5 00 | |
| T. Eaton Co., Ltd., furniture | 14 00 | |
| Johnson Temperature Regulating Co., diaphragms, etc. | 11 88 | |
| Mackenzie & Co., framing | 17 25 | |
| F. J. Moore, table | 39 50 | |
| Murray-Kay, Ltd., cork carpet, etc. | 262 03 | |
| C. Ormsby, ventilators | 5 00 | |
| W. E. Routery, plastering | 11 50 | |
| R. Robertson & Sons, repairs to masonry | 9 63 | |
| F. J. Tracy, case and chairs | 79 35 | |
| J. J. Turner & Sons, flag | 9 00 | |
| W. Welker, repairing blackboards | 15 87 | |
| Freight charges | 7 34 | |
| Petty items (2) | 60 | |
| Superintendent's Dept., labor, $2,174.33; material, $1,120.47 | 3,294 80 | |
| | $4,067 58 | |
| Less sundry credits | 17 46 | |
| | $4,050 12 | |

24. *Main Building.*—Continued.

| | | |
|---|---|---|
| Janitor, C. E. Bradshaw, 12 mos. to 30th June | 800 00 | |
| Cleaners, J. Laballister and wife, 12 mos. to 30th June | 625 00 | |
| Messenger Service: | | |
| George Donkin, 12 mos. to 30th June | 450 00 | |
| Boys at $4.00 to $5.50 per week: | | |
| F. McGee, 38 weeks to 21st March | 183 00 | |
| G. Cowlin, 37 weeks to 30th June | 154 66 | |
| H. Dickson, 13 weeks to 30th June | 62 92 | |
| W. Dougall, 5 days to 19th October | 3 33 | |
| Car fares of messengers | 18 00 | |
| | | $10,784 10 |

25. *Biological Building and Department.*

| | | |
|---|---|---|
| (*a*) Maintenance of Building: | | |
| Gas, city current and occasional fuel ($140.98): | | |
| Consumers' Gas Co., gas | $35 70 | |
| Toronto Electric Light Co., electrical current | 87 28 | |
| | $122 98 | |
| Less paid by Societies, etc. | 3 00 | |
| | $119 98 | |
| Connell Anthracite Mining Co., fuel | 21 00 | |
| Water ($97.36): | | |
| City Treasurer, water | 97 36 | |
| Caretaker's Supplies ($200.86): | | |
| Superintendent's Dept., material | 200 86 | |
| Cleaning ($557.23): | | |
| Allen Mfg. Co., washing towels | 21 96 | |
| Canadian Window Cleaning Co., cleaning windows | 30 00 | |
| Pay Lists, wages of cleaners | 507 27 | |
| | $559 23 | |
| Less paid by Societies | 2 00 | |
| | $557 23 | |
| Repairs and Renewals ($687.57): | | |
| Adams Furniture Co., chairs | 31 25 | |
| Wm. Bartlett & Son, repairing shades | 6 30 | |
| City Treasurer, elevator license | 2 00 | |
| Common Sense Mfg. Co., exterminating rats | 5 00 | |
| Elevator Specialty Co., repairs to elevator | 18 85 | |
| R. Robertson & Sons, repairs to drain | 3 85 | |
| Superintendent's Dept., labor, $331.14; material, $305.28 | 636 42 | |
| | $703 67 | |
| Less sundry credits | 16 10 | |
| | $687 57 | |
| Caretaker, D. J. Clark (with rooms, fuel and light), 12 mos. to 30th June | 700 00 | |
| Attendant, Anatomical Section: | | |
| J. Sherman, 3 mos. to 30th September | 150 00 | |
| Thos Richardson, 9 mos., 13 days, to 30th June | 417 48 | |
| | | $2,951 48 |
| (*b*) Maintenance of Department: | | |
| Laboratory and Lecture Room supplies ($367.15): | | |
| Bausch & Lomb Optical Co., jars, etc. | $10 10 | |
| W. R. Brock Co., cotton | 76 25 | |
| T. W. Campion, rabbits | 4 00 | |
| R. Friedlander & Sohn, publications | 6 74 | |
| Peter Gray & Son, slide cabinet | 15 10 | |
| J. F. Hartz Co., bottles | 4 00 | |

25. *Biological Building and Department.*—Continued.

| | |
|---|---|
| Ingram & Bell, chemicals and supplies | 98 94 |
| Miller Mfg. Co., laboratory coats | 17 50 |
| J. G. Ramsey & Co., photographic supplies | 35 38 |
| Students' Book Dept., books | 8 40 |
| United Photographic Stores, Ltd., photographic supplies | 12 00 |
| University Press, printing | 10 20 |
| Vokes Hardware Co., hardware | 4 00 |
| Prof. Wright, disbursements: | |
| Postage, 7.59; rubber washers, $6.00; telegrams, $3.73; railway fare, $3.10; sundries, $2.20.... | 22 62 |
| Petty items (15) | 15 12 |
| Superintendent's Dept., labor, $14.05; material, $12.75 | 26 80 |
| Museum Specimens ($184.80): | |
| Kny-Scheerer Co., specimens | 174 82 |
| Prof. Wright, petty disbursements | 9 98 |
| Museum Supplies and Cases ($219.70): | |
| Edward S. Field, cards | 70 33 |
| P. Wytsman, publications | 60 81 |
| Petty items (2) | 1 65 |
| Superintendent's Dept., labor, $34.47; material, $52.44 | 86 91 |
| Marine and Lake Laboratories ($203.76): | |
| Travelling and other expenses: | |
| W. H. T. Baillie | 50 00 |
| A. R. Cooper | 7 60 |
| A. D. Robertson | 34 95 |
| V. F. Stock | 50 00 |
| N. A. Wallace | 50 00 |
| H. T. White | 7 45 |
| Prof. Wright, petty disbursements | 3 76 |
| Students' Laboratory Supplies ($742.10): | |
| Bausch & Lomb Optical Co., bottles | 22 89 |
| W. R. Brock Co., cloth | 33 31 |
| T. W. Campion, rabbits | 3 00 |
| J. Coulter Co., cases and bags | 22 00 |
| Diamond Flint Glass Co., bottles | 5 25 |
| J. J. Dickson, frogs | 60 00 |
| The T. Eaton Co., crocks, etc. | 3 48 |
| Freyseng Cork Co., corks | 7 06 |
| J. F. Hartz Co., slide boxes | 52 00 |
| Inland Revenue Dept., methylated spirits | 62 97 |
| C. A. F. Kahlbaum, chemicals | 26 85 |
| Klönne & Müller, supplies | 36 91 |
| Kny-Scheerer Co., supplies | 5 31 |
| Lyman Bros., & Co., chemicals | 8 50 |
| Marine Biological Laboratory, specimens, etc. | 16 06 |
| J. Stevens & Sons, Ltd., section lifters | 6 75 |
| Students' Book Dept., books | 14 75 |
| G. F. Townsend, rabbits | 57 50 |
| University Press, printing and supplies | 165 75 |
| W. Lloyd Wood, chemicals | 41 46 |
| Carl Zeiss, apparatus | 16 23 |
| Freight charges | 28 39 |
| Petty items (10) | 10 75 |
| Superintendent's Dept., labor, $19.40; material, $20.53 | 39 93 |
| | $747 10 |
| Less sundry credits | 5 00 |
| | $742 10 |
| New Microscopes and Apparatus ($176.22): | |
| T. Eaton Co., Ltd., microscopes | $210 00 |
| R. Jung, apparatus | 27 25 |
| Ernst Leitz, apparatus | 77 03 |

25. *Biological Building and Department.*—Continued.

| | | |
|---|---|---|
| H. W. Spence, repairs to apparatus | 27 85 | |
| Spencer Lens Co., holder | 3 69 | |
| Superintendent's Dept., labor, $3.60; material, $2.30 | 5 90 | |
| | $351 72 | |
| Less received from sale of old microscopes | 175 50 | |
| | $176 22 | |
| Furnishings and Departmental Fittings ($192.06): | | |
| Adams Furniture Co., stools | 16 50 | |
| Office Specialty Mfg. Co., fyling cabinets | 17 55 | |
| Robert Simpson Co., table cover | 2 25 | |
| Freight charges | 45 | |
| Superintendent's Dept., labor, $74.02; material, $81.29 | 155 31 | |
| Incidentals ($103.58): | | |
| Bausch & Lomb Optical Co., resharpening knives | 13 75 | |
| University Press, stationery and printing | 18 35 | |
| Freight charges | 57 23 | |
| Petty Items (6) | 4 70 | |
| Superintendent's Dept., labor, $1.00; material, $8.55 | 9 55 | |
| Messenger Service ($247.00): | | |
| A. Nicholls, 1 month to 14th October | 25 00 | |
| Harold Phillips, 37 weeks to 30th June at $6.00 | 222 00 | |
| | | $2,436 37 |
| | | $5,387 85 |

26. *Sub-Department of Botany.*

| | | |
|---|---|---|
| Apparatus and Equipment ($1,149.07): | | |
| Baird & Tatlock, Ltd., apparatus | $15 83 | |
| J. F. Hartz Co., Ltd., apparatus | 600 50 | |
| Jas. Hutton & Co., apparatus | 36 00 | |
| R. Jung, apparatus | 18 97 | |
| Lymans, Ltd., automatic still | 19 80 | |
| H. W. Spence, microtome | 105 00 | |
| Topley Company, microscopes and apparatus | 237 73 | |
| Petty items (3) | 2 36 | |
| Superintendent's Dept., labor, $52.52; material, $60.36 | 112 88 | |
| Laboratory and Office supplies and class material ($437.92): | | |
| Bausch & Lomb Optical Co., chemicals | 9 59 | |
| T. Eaton Co., cloth | 26 67 | |
| J. S. Henson, photographic supplies | 41 75 | |
| J. F. Hartz Co., Ltd., slide boxes, etc. | 18 35 | |
| Library Bureau of Canada, guides | 23 50 | |
| Merck & Co., chemicals | 14 88 | |
| J. G. Ramsey & Co., photographic supplies | 59 06 | |
| O. B. Stanton & Wilson Co., cards | 2 15 | |
| R. B. Thomson, disbursements: | | |
| Supplies, $12.88; postage, $10.85; express and cartage, $4.58; car fare, $3.95; sundries, $9.29 | 41 55 | |
| Topley Company, chemicals, slides and supplies | 163 17 | |
| University Press, printing and stationery | 195 20 | |
| Petty items (2) | 2 50 | |
| Freight charges, $1.55; postage, $6.00 | 7 55 | |
| | $605 92 | |
| Less received from sale of supplies to students | 168 00 | |
| | $437 92 | |
| Museum supplies ($426.99): | | |
| E. Bartholomew, publications | 41 25 | |
| F. S. Collins, publications | 10 06 | |

26. *Sub-Department of Botany.*—Continued.

| | | |
|---|---|---|
| A. J. Eames, specimens | 150 20 | |
| J. H. Faull, petty disbursements | 8 00 | |
| Romeyn B. Hough, publications | 5 26 | |
| C. D. Howe, petty disbursements | 8 82 | |
| Inland Revenue Dept., methylated spirits | 25 05 | |
| Leon Lhomme, books | 9 69 | |
| Topley Company, jars | 75 30 | |
| O. B. Stanton & Wilson Co., numbers | 3 35 | |
| University Press, stationery | 16 25 | |
| W. Lloyd Wood, chemicals | 9 50 | |
| Freight charges | 14 98 | |
| Petty items (5) | 7 70 | |
| Superintendent's Dept., labor, $40.20; material, $1.38 | 41 58 | |
| Herbarium ($127.42): | | |
| Max Koch, specimens | 29 52 | |
| J. E. Tilden, specimens | 24 60 | |
| University Press, cards | 6 25 | |
| J. White, collection and preparation of specimens, 191 sheets at 20c. | 38 20 | |
| Superintendent's Dept., labor, $17.45; material, $11.40 | 28 85 | |
| Botanic Garden and Greenhouse supplies, materials and labor ($407.42): | | |
| R. H. Bullen, loam | 5 00 | |
| Thos. Meehan & Sons, seeds | 7 94 | |
| J. A. Simmers, seeds | 7 99 | |
| J. M. Thorburn & Co., specimens | 39 | |
| R. B. Thomson, petty disbursements | 5 00 | |
| University Press, paper | 1 25 | |
| Wilson Stationery and Printing Co., binders | 8 25 | |
| Superintendent's Dept., labor, $5.20; material, $2.40 | 7 60 | |
| Laborers at $50.00 per month: | | |
| Lewis Mann, 4½ months | 212 00 | |
| M. Burford, 3 months and 1 day | 152 00 | |
| Assistance in Museum and Herbarium out of term ($381.00): | | |
| A. R. Cresswell, making 200 slides at 12½c. | 25 00 | |
| J. R. Dymond, arrangement of specimens | 40 00 | |
| Miss J. McFarlane, 265 hours at 40c. | 106 00 | |
| W. A. McCubbin, 1¾ months | 85 00 | |
| Miss Marjorie Gordon, 244 hours at 25c. | 61 00 | |
| J. H. White, 60 hours at 50c. | 30 00 | |
| Sidney E. Williams, 135 hours at 20c. | 27 00 | |
| W. S. Funnell, 20 hours at 35c. | 7 00 | |
| | | $2,929 82 |

27. *Department of Bio-Chemistry.*

| | | |
|---|---|---|
| Maintenance, laboratory supplies and material ($1,287.50): | | |
| Art Metropole, stationery | $7 25 | |
| Baird & Tatlock, Ltd., chemicals, glassware and supplies | 402 18 | |
| Dominion Carbonic Co., gas | 11 25 | |
| Eimer & Amend, chemicals | 28 12 | |
| Freyseng Cork Co., corks | 8 23 | |
| Fletcher Mfg. Co., cups | 3 75 | |
| Ingram & Bell, chemicals | 13 89 | |
| Inland Revenue Dept., methylated spirits | 31 60 | |
| Lake Simcoe Ice Supply Co., ice | 16 25 | |
| Library Bureau of Canada, cases and cards | 68 22 | |
| Lyman Bros., & Co., chemicals | 144 24 | |
| A. B. Macallum, disbursements: | | |
| Groceries, $6.92; specimens, $5.28; sundries, $7.88 | 20 08 | |

27. *Department of Bio-Chemistry.*—Continued.

| | | | |
|---|---|---|---|
| A. Bruce Macallum, diagrams | | 18 00 | |
| T. J. McDonnell, guinea-pigs | | 10 00 | |
| A. Montaudon, models | | 116 06 | |
| Jas. Morrison Brass Mfg. Co., castings | | 10 77 | |
| Ontario Rubber Co., tubing | | 18 43 | |
| Ryrie Bros., Ltd., stop-watch | | 11 50 | |
| Silica Syndicate, apparatus | | 20 32 | |
| Students' Book Dept., text-books | | 115 00 | |
| University Press, printing and stationery | | 105 70 | |
| United Typewriter Co., typewriter, $60.00; inspection, $9.00; supplies, $1.75 | | 70 75 | |
| S. S. White Dental Mfg. Co., oxygen | | 9 40 | |
| Carl Zeiss, apparatus | | 92 24 | |
| Freight charges | | 30 13 | |
| Petty items (6) | | 10 65 | |
| Superintendent's Dept., labor, $32.25; material, $14.24 | | 46 49 | |
| | | $1,440 50 | |
| Less received from students for breakages, etc. | | 153 00 | |
| | | $1,287 50 | |
| Alterations to Rooms and Laboratories ($1,081.90): | | | |
| S. R. Hughes, alterations in laboratory | | $791 38 | |
| Superintendent's Dept., labor, $117.15; material, $173.37 | | 290 52 | |
| | | | $2,369 40 |
| Interim appropriation in advance for 1912-13: | | | |
| Superintendent's Dept., labor | $375 98 | | |
| Material | 383 42 | | |
| Carried forward to 1912-13 | $759 40 | | |

28. *Department of Physiology.*

| | | | |
|---|---|---|---|
| Maintenance, laboratory supplies and material $1,325.04): | | | |
| Aikenhead Hardware, Ltd., hardware | | $9 49 | |
| F. E. Becker & Co., glassware, slides and chemicals | | 436 52 | |
| F. J. Burns & Co., frogs | | 5 40 | |
| Prof. Brodie, disbursements: | | | |
| Hardware, $31.38; laboratory and office supplies, $22.05; animals, $12.60; car fares and postage, $12.55; sundries, $9.10 | $87 68 | | |
| To be accounted for, 1912-13 | 27 32 | | |
| | | 115 00 | |
| Connersville Blower Co., blower | | 18 00 | |
| Eimer & Amend, chemicals | | 6 92 | |
| Elevator Specialty Co., winding motor | | 16 00 | |
| J. A. Fontaine, frogs | | 40 00 | |
| Harvard Apparatus Co., covers | | 4 70 | |
| J. F. Hartz Co., Ltd., chemicals and supplies | | 29 35 | |
| Rice Lewis & Son, hardware | | 23 13 | |
| Library Bureau of Canada, boxes, cards, etc. | | 30 96 | |
| Lyman Bros. & Co., chemicals | | 58 21 | |
| Norman Macdonald, carborundum | | 4 49 | |
| Jas. Morrison Brass Mfg. Co., castings | | 5 73 | |
| National Drug and Chemical Co., chemicals | | 12 45 | |
| C. F. Palmer, kymograph paper | | 10 58 | |
| Photography, Dept. of., slides | | 6 30 | |
| Wm. Staughton, animal fodder | | 97 68 | |
| Students' Book Dept., text-books | | 55 75 | |
| Toronto Dog and Cat Hospital, animals | | 153 50 | |
| United Typewriter Co., typewriter supplies | | 10 90 | |
| University Press, stationery and printing | | 56 95 | |
| John Weiss & Son, chemicals | | 7 90 | |

28. *Department of Physiology.*—Continued.

| | | |
|---|---|---|
| W. Lloyd Wood, chemicals | | 19 65 |
| Freight charges | | 13 09 |
| Petty items (2) | | 2 58 |
| Superintendent's Dept., labor, $84.16; material, $21.65 | | 105 81 |
| | | $1,357 04 |
| Less sale of material to Tulane University | | 32 00 |
| | | $1,325 04 |
| Apparatus ($523.70): | | |
| F. C. Jacob | | 78 84 |
| Northern Electric & Mfg. Co., | | 22 19 |
| John Weiss & Son, Ltd. | | 137 48 |
| Carl Zeiss | | 285 19 |
| Glass for glass-blowing purposes ($215.65): | | |
| F. E. Becker & Co., Ltd. | | 215 65 |
| Laboratory addition ($249.84): | | |
| Canadian General Electric Co., motor | | 52 00 |
| Central Electric & S. S. Co., motor | | 45 00 |
| Dodge Mfg. Co., pulley and shafting | | 13 47 |
| Vokes Hardware Co., bench vice | | 3 25 |
| Superintendent's Dept., labor, $39.63; material, $96.49 | | 136 12 |
| Destruction of Animals ($87.89): | | |
| Connell Anthracite Mining Co., fuel | | 10 30 |
| F. L. Robinson, destroying animals | | 15 00 |
| Superintendent's Dept., labor | | 62 59 |
| | | $2,402 12 |
| Interim appropriation in advance for 1912-13: | | |
| Alterations and Equipment ($2,818.86): | | |
| Canadian General Electric Co., motor | $82 50 | |
| Library Bureau of Canada, desk | 22 50 | |
| Reid & Brown, castings | 16 50 | |
| R. Robertson & Sons, masonry | 6 55 | |
| Superintendent's Dept., labor, $1,589.04; material, $1,101.77 | 2,690 81 | |
| Carried forward to 1912-13 | $2,818 86 | |

29. *Chemical Building and Department.*

| | | |
|---|---|---|
| (*a*) Maintenance of Building: | | |
| Gas, city current and occasional fuel ($450.80): | | |
| Consumers' Gas Co., gas | | $197 26 |
| Toronto Electric Light Co., electrical current | | 243 21 |
| Connell Anthracite Mining Co., fuel | | 10 33 |
| Water ($56.88): | | |
| City Treasurer, water | | 56 88 |
| Caretaker's Supplies ($105.44): | | |
| Superintendent's Dept., supplies | | 105 44 |
| Cleaning ($486.03): | | |
| Allen Mfg. Co., washing towels | | 3 02 |
| Canadian Window Cleaning Co., cleaning windows | | 11 00 |
| Pay lists, wages of cleaners | | 472 01 |
| Repairs and Renewals ($719.83): | | |
| Adams Furniture Co., chairs | | 31 25 |
| Common Sense Mfg. Co., exterminating rats | | 5 00 |
| R. Robertson & Sons, cutting floor | | 10 00 |
| Superintendent's Dept., labor, $437.40; material, $241.68 | | 679 08 |
| | | $725 33 |
| Less sundry credits | | 5 50 |
| | | $719 83 |

29. *Chemical Building and Department.*—Continued.

| | | |
|---|---|---|
| Caretaker, E. Repath (paid as Laboratory Attendant, with rooms, fuel and light chargeable against building and included in above) ..... | ..... | $1,818 98 |

(*b*) Maintenance of Department:

| | | |
|---|---|---|
| Chemicals, glassware and apparatus ($2,513.11): | | |
| Aikenhead Hardware, Ltd., hardware ..... | $17 51 | |
| Baird & Tatlock, Ltd., chemicals, supplies and apparatus.. | 933 55 | |
| Bausch & Lomb Optical Co., apparatus ..... | 423 08 | |
| Canadian General Electric Co., carbons ..... | 3 83 | |
| Dominion Carbonic Co., oxygen ..... | 7 50 | |
| T. Eaton Co., Ltd., bowls ..... | 5 28 | |
| Eimer & Amend, platinum, $124.34; chemicals, $8.68 ..... | 133 02 | |
| Fletcher Mfg. Co., tripods, etc. ..... | 10 60 | |
| Freyseng Cork Co., corks ..... | 12 89 | |
| G. M. Hendry & Co., blackboards, brushes, etc. ..... | 55 40 | |
| C. A. F. Kahlbaum, chemicals ..... | 1,072 45 | |
| Prof. Lang, petty disbursements ..... | 8 14 | |
| Lyman Bros. & Co., chemicals ..... | 64 55 | |
| D. McLean, supplies ..... | 5 73 | |
| Moyes Chemical Co., cartridges ..... | 10 80 | |
| Nerlich & Co., glassware ..... | 7 70 | |
| Office Specialty Mfg. Co., cabinet ..... | 2 70 | |
| Ontario Rubber Co., tubing ..... | 112 50 | |
| Photography, Dept. of, slides ..... | 60 | |
| Charles Potter, condensers ..... | 6 00 | |
| University Press, printing and stationery ..... | 188 09 | |
| Freight charges ..... | 147 08 | |
| Superintendent's Dept., labor, $9.21; material, $75.70 ..... | 84 91 | |
| | $3,313 91 | |
| Less paid by Prof. Lang from students' account..... | 800 80 | |
| | $2,513 11 | |
| Laboratory shelving, cupboards, etc. ($84.02): | | |
| Superintendent's Dept., labor, $41.90; material, $42.12 ... | 84 02 | |
| | | $2,597 13 |
| | | $4,416 11 |

30. *Sub-Department of Physical Chemistry.*

| | | |
|---|---|---|
| Chemicals, apparatus and maintenance ($602.61): | | |
| Robt. N. Ahern, calculator ($390.00, of which $200.00 charged to Surveying) ..... | $190 00 | |
| Bausch & Lomb Optical Co., apparatus ..... | 7 13 | |
| Canadian Seamless Wire Co., wire ..... | 4 44 | |
| Eimer & Amend, chemicals ..... | 13 23 | |
| Fletcher Mfg. Co., apparatus and supplies ..... | 52 80 | |
| G. E. Gollop, petty sundries ..... | 6 75 | |
| A. O. Heath, motor ..... | 11 00 | |
| Lake Simcoe Ice Supply Co., ice ..... | 9 30 | |
| Leeds & Northrup Co., supplies ..... | 3 22 | |
| F. D. Mezen, glass blowing (outside regular hours)..... | 5 00 | |
| F. H. Robinson, repairs to chronograph ..... | 5 25 | |
| Ryrie Bros., Ltd., watch ..... | 6 50 | |
| Thermos Bottle Co., extraction apparatus ..... | 6 50 | |
| United Typewriter Co., typewriter ..... | 70 00 | |
| University Press, stationery and printing ..... | 14 95 | |
| Freight charges ..... | 4 02 | |
| Petty items (5) ..... | 5 67 | |
| Superintendent's Dept., labor, $126.62; material, $60.23... | 186 85 | |
| | | $602 61 |

31. *Physics Building and Department.*

| | | |
|---|---|---|
| (*a*) Maintenance of Building: | | |
| Gas, city current and occasional fuel ($421.41): | | |
| Consumers' Gas Co., gas | $66 50 | |
| Toronto Electric Light Co., electrical current | 335 15 | |
| | $401 65 | |
| Less paid by Societies, etc. | 10 00 | |
| | $391 65 | |
| Connell Anthracite Mining Co., fuel | 29 76 | |
| Water ($438.42): | | |
| City Treasurer, water | 438 42 | |
| Caretaker's Supplies ($161.75): | | |
| Superintendent's Dept., supplies | 161 75 | |
| Cleaning ($800.99): | | |
| Allen Mfg. Co., washing towels | 12 79 | |
| Canadian Window Cleaning Co., cleaning windows | 33 00 | |
| Pay Lists, wages of cleaners | 761 20 | |
| | $806 99 | |
| Less paid by Societies, etc. | 6 00 | |
| | $800 99 | |
| Repairs and Renewals ($1,255.97): | | |
| Adams Furniture Co., chairs | 31 25 | |
| Aikenhead Hardware, Ltd., locks | 141 04 | |
| Wm. Bartlett & Son, shades | 20 50 | |
| City Treasurer, elevator license | 2 00 | |
| Common Sense Mfg. Co., exterminating rats | 5 00 | |
| Elevator Specialty Co., repairs to elevator | 16 20 | |
| Johnson Temperature Regulating Co., repairs to regulators | 20 05 | |
| R. Robertson & Sons, cutting wall | 15 00 | |
| Superintendent's Dept., labor, $588.88; material, $418.75.. | 1,007 63 | |
| | $1,258 67 | |
| Less sundry credits | 2 70 | |
| | $1,255 97 | |
| Caretaker, J. Wicksey (paid also $300.00 as laboratory carpenter) | 550 00 | |
| | | $3,628 54 |
| (*b*) Maintenance of Department: | | |
| Laboratory and workshop supplies ($1,738.71): | | |
| Aikenhead Hardware, Ltd., hardware | $239 13 | |
| Art Metropole, Ltd., stationery | 8 33 | |
| F. E. Becker & Co., tubing | 72 33 | |
| Wm. Blaikie, castings | 19 90 | |
| British Aluminium Co., aluminium | 5 40 | |
| British American Oil Co., oil | 3 25 | |
| Buchler & Co., polonium | 17 26 | |
| Cambridge Scientific Instrument Co., burners | 3 01 | |
| John Catto & Son, cloth | 4 00 | |
| Central Electric & S. S. Co., supplies | 236 10 | |
| Consumers' Gas Co., tubing | 12 50 | |
| Dominion Carbonic Co., gas | 21 00 | |
| Dental Mfg. Co., chemicals | 14 26 | |
| T. Eaton Co., Ltd., chemicals and supplies | 32 02 | |
| Eimer & Amend, chemicals | 13 66 | |
| Elevator Specialty Co., repairs to motor | 8 00 | |
| Wm. Gaertner, scales, etc. | 30 65 | |
| Robert Goetze, thermometers | 52 02 | |
| Philip Harris & Co., supplies | 7 49 | |
| W. C. Heraeus, supplies | 44 44 | |
| Adam Hilger, Ltd., echelon, etc. | 58 71 | |
| D. J. Howell, plates | 12 60 | |

31. *Physics Building and Department.*—Continued.

| | | |
|---|---|---|
| Hopkins & Williams, Ltd., chemicals | 13 26 | |
| Ilford, Limited, plates | 29 76 | |
| Max Kohl, discs | 5 60 | |
| Fritz Köhler, blowpipe | 8 53 | |
| Lake Simcoe Ice Supply Co., ice | 26 75 | |
| Ernst Leitz, carbons | 7 56 | |
| Lyman Bros. & Co., chemicals | 67 08 | |
| Prof. J. C. McLennan, disbursements: Postage, $12.57; laboratory supplies, $5.57; repairs, $4.25; messenger service, $2.10; sundries, $7.27 | 31 76 | |
| R. Müller-uri, tubes, dishes, etc. | 285 09 | |
| Ontario Rubber Co., tubing, etc. | 33 06 | |
| Sanderson Pearcy & Co., paint, etc. | 12 54 | |
| Chas. Potter, gas | 7 50 | |
| Berthold M. Prange, prisms | 12 87 | |
| W. G. Pye & Co., tubing | 16 46 | |
| J. G. Ramsey & Co., photo supplies | 29 20 | |
| Silica Syndicate, Ltd., burners, etc. | 10 25 | |
| Students' Book Dept., text-books | 8 00 | |
| Toronto Salt Works, salt | 9 40 | |
| Treloar, Blashford & Co., castings | 24 17 | |
| University Press, printing | 63 23 | |
| Wheeler & Bain, tanks, etc. | 23 25 | |
| Freight charges | 47 11 | |
| Petty items (12) | 19 12 | |
| Superintendent's Dept., labor, 25c.; material, $30.85 | 31 10 | |
| Apparatus ($2,005.71): | | |
| Baird & Tatlock, Ltd. | 133 06 | |
| Cambridge Scientific Instrument Co. | 239 89 | |
| J. Carpentier | 145 11 | |
| Günther & Tegelmeyer | 96 | |
| Hartmann & Braun | 7 59 | |
| J. F. Hartz Co., Ltd. | 16 00 | |
| Adam Hilger, Ltd. | 305 78 | |
| Johnson, Matthey & Co., Ltd. | 94 84 | |
| A. Jobin | 65 39 | |
| Ernst Leitz | 254 03 | |
| W. E. Pain | 51 95 | |
| R. W. Paul | 85 56 | |
| W. G. Pye & Co. | 262 84 | |
| W. Wilson | 37 72 | |
| Otto Wolff | 140 72 | |
| Wratten & Wainwright, Ltd. | 85 16 | |
| Freight charges | 76 34 | |
| Superintendent's Dept., material | 2 77 | |
| Experimental tables, cases, books, charts, etc. ($387.26): | | |
| Adams Furniture Co., chairs | 21 50 | |
| Aikenhead Hardware, Ltd., felt, etc. | 5 59 | |
| W. Booth Lumber Co., lumber | 100 89 | |
| J. F. Hartz Co., Ltd., screen | 8 50 | |
| S. Hirzel, book | 3 29 | |
| Wilhelm Knapp, books | 4 44 | |
| Mackenzie & Co., Ltd., framing | 19 00 | |
| MacMillan & Co., Ltd., books | 7 45 | |
| Masson et Cie, book | 70 | |
| J. McCausland & Son, glass | 12 50 | |
| New Era Printing Co., prints | 5 86 | |
| J. G. Ramsey & Co., bellows | 12 60 | |
| R. Robertson & Sons, stone table | 52 95 | |
| Students' Book Dept., books | 14 35 | |
| Taylor & Francis, reprints, etc. | 12 35 | |
| University Press, fyling cases, etc. | 40 65 | |
| Freight charges | 2 18 | |
| Superintendent's Dept., labor, $34.36; material, $28.10 | 62 46 | |
| | | $4,131 68 |
| | | $7,760 22 |

32. *Sub-Department of Astro-Physics.*

| | | |
|---|---|---|
| Maintenance ($302.99): | | |
| Art Metropole, Ltd., supplies | $5 55 | |
| Central Electric & S. S. Co., lenses | 21 70 | |
| W. Goodacre, map | 6 21 | |
| D. J. Howell, plates | 7 05 | |
| Library Bureau of Canada, cabinet | 17 10 | |
| Lyman Bros. & Co., chemicals | 8 73 | |
| Chas. Potter, carrier | 4 50 | |
| Photography, Dept. of, prints | 11 75 | |
| J. G. Ramsey & Co., supplies | 15 60 | |
| G. W. Ritchey, prints | 20 00 | |
| United Typewriter Co., typewriter | 95 00 | |
| University Press, stationery, printing and binding | 40 10 | |
| Wheeler & Bain, utensils | 5 75 | |
| Freight charges | 15 30 | |
| Superintendent's Dept., labor, $22.05; material, $6.60 | 28 65 | |
| Apparatus ($727.86): | | |
| Felix L. Daines, astronomical atlas | 28 77 | |
| R. Fuess, apparatus | 56 79 | |
| Mount Wilson Solar Observatory, slides | 29 60 | |
| T. S. Plaskett, work on apparatus | 18 75 | |
| Smithsonian Institute, apparatus | 100 15 | |
| Students' Book Dept., books | 10 15 | |
| The Topley Co., apparatus | 474 25 | |
| Superintendent's Dept., labor, $35.05; material, $4.35 | 39 40 | |
| | $757 86 | |
| Less received from sale of old telescope | 30 00 | |
| | $727 86 | |
| Assistance at Lectures and practical work ($200.00): | | |
| F. L. Blake | 100 00 | |
| E. Evans | 50 00 | |
| E. A. Hodgson | 50 00 | |
| | | $1,230 85 |

33. *Geological Department.*

| | | |
|---|---|---|
| Maintenance ($539.21): | | |
| Art Metropole, Ltd., stationery | $20 60 | |
| Bausch & Lomb Optical Co., magnifiers | 45 00 | |
| Chemical Laboratories, Ltd., chemicals | 16 13 | |
| Dominion Paper Box Co., trays | 18 37 | |
| Eimer & Amend, glasses | 1 86 | |
| Lester Storage & Cartage Co., cartage | 21 35 | |
| Office Specialty Mfg. Co., fyles and cards | 31 75 | |
| Prof. W. A. Parks, disbursements: | | |
| Postage and express, $9.10; sundries, $7.84 | 16 94 | |
| Photography, Dept. of, slides | 41 35 | |
| D. Pike Co., bags | 50 00 | |
| A. J. Reading, slides | 5 60 | |
| R. R. Rose, map | 15 00 | |
| C. Tarling & Co., mounting maps | 3 75 | |
| The Topley Co., magnifiers and rulers | 65 90 | |
| J. Townsend, classifying fossils, 31 days at $2.00 | 62 00 | |
| U. S. Geological Survey, maps | 7 56 | |
| University Press, printing | 41 85 | |
| Whitman & Barnes Co., tools | 45 75 | |
| Freight charges | 10 15 | |
| Superintendent's Dept., labor, $51.78; material, $29.57 | 81 35 | |
| | $602 26 | |
| Less received from students for breakages, etc. | 63 05 | |
| | $539 21 | |

33. *Geological Department.*—Continued.

| | | |
|---|---|---|
| Economic Geology, Specimens and Material ($88.08): | | |
| W. E. Brown, alluvial gold | 36 00 | |
| A. A. Cole, prints of specimens | 15 00 | |
| Prof. W. A. Parks, travelling expenses | 37 08 | |
| Palæontological Specimens ($500.00): | | |
| Alex. McLean, advance for travelling expenses of expedition | 500 00 | |
| Diamond sawing machine ($160.00): | | |
| A. R. Williams Machinery Co. (part cost, balance in Mineralogy) | 160 00 | |
| Storage Cases ($213.50): | | |
| Chas. Rogers & Sons Co., specimen cases | 96 00 | |
| Superintendent's Dept., labor, $98.45; material, $19.05 | 117 50 | |
| Clerical Assistance ($400.00): | | |
| Miss A. M. Young, 181½ days at $2.00 | 363 00 | |
| Miss M. E. L. Thompson, 18½ days at $2.00 | 37 00 | |
| Student Assistance ($20.00): | | |
| D. Freeman | 5 00 | |
| E. P. Hodgins | 5 00 | |
| E. J. Whittaker | 5 00 | |
| F. J. Alcock | 2 50 | |
| A. F. Mahaffy | 2 50 | |
| Travelling collector ($340.00): | | |
| J. Townsend, 4½ months at $50.00 | 225 00 | |
| Expenses | 115 00 | |
| | | $2,260 79 |

34. *Mineralogical Department.*

| | | |
|---|---|---|
| Maintenance ($450.24): | | |
| Bausch & Lomb Optical Co., repairs | $5 06 | |
| Beaver Flint Glass Co., tubes | 9 20 | |
| T. Eaton Co., Ltd., bags | 9 00 | |
| Foote Mineral Co., supplies | 10 00 | |
| Lester Storage & Cartage Co., cartage | 10 85 | |
| Office Specialty Mfg. Co., cards, etc. | 14 40 | |
| Sanderson Pearcy & Co., chemicals | 3 45 | |
| Photography, Dept. of, slides, etc. | 24 30 | |
| O. B. Stanton Co., fyling cases | 8 25 | |
| Toronto Plate Glass Co., glass | 4 43 | |
| U. S. Geological Survey, maps | 3 03 | |
| University Press, printing and stationery | 58 15 | |
| Voigt & Hochgesang, thin sections | 92 08 | |
| Prof. T. L. Walker, disbursements: Postage and express, $10.73; supplies, $6.45; cablegram, $3.25; sundries, $3.18 | 23 61 | |
| Ward's Natural Science Establishment, supplies | 78 15 | |
| White & Thomas, screen | 4 25 | |
| Freight charges | 43 56 | |
| Petty items (4) | 3 62 | |
| Superintendent's Dept., labor, $26.41; material, $40.34 | 66 75 | |
| | $472 14 | |
| Less received from students for breakages, etc. | 21 90 | |
| | $450 24 | |
| Apparatus ($422.61): | | |
| J. F. Hartz Co., microscopes | 347 60 | |
| F. Krantz, apparatus | 75 01. | |
| Diamond Sawing Machine ($160.00): | | |
| A. R. Williams Machinery Co. (part cost, balance in Geology) | 160 00 | |
| Cases and Trays ($284.67): | | |
| Dominion Paper Box Co., boxes | 23 75 | |
| Office Specialty Mfg. Co., cases | 178 13 | |
| Superintendent's Dept., labor, $78.64; material, $4.15 | 82 79 | |

34. *Mineralogical Department.*—Continued.

| | | |
|---|---|---|
| Mineral and Rock Specimens and Travelling Expenses in collecting ($592.63): | | |
| Foote Mineral Co., specimens | 222 05 | |
| F. Krantz, specimens | 21 84 | |
| D. L. Mackenzie, specimens | 25 00 | |
| Natural Science Establishment, specimens | 46 15 | |
| Scheelite Mines, Ltd., specimens | 25 00 | |
| Ward's Natural Science Establishment, specimens | 169 23 | |
| Prof. T. L. Walker, travelling expenses | 83 36 | |
| Clerical Assistance ($2.98): | | |
| Miss Elaine Myers, 8½ hours | 2 98 | |
| | | $1,913 13 |

35. *Psychological Department.*

| | | |
|---|---|---|
| Maintenance ($542.01): | | |
| Canada Furniture Mfrs., Ltd., chairs | $36 00 | |
| Canadian Westinghouse Co., motors | 44 48 | |
| Central Electric & S. S. Co., wire | 5 40 | |
| Gas Control Co., governor | 4 20 | |
| J. W. Geddes, frames | 16 00 | |
| Grand & Toy, supplies | 7 55 | |
| G. M. Hendry Co., paper, etc. | 9 92 | |
| Jas. McKenney, chemicals | 6 45 | |
| Chas. Scribner's Sons, books | 3 50 | |
| W. G. Smith, disbursements: | | |
| Supplies, $18.44; chemicals, etc., $5.93; plates and brushes, $3.65; sundries, $4.98 | 33 00 | |
| Students' Book Dept., books | 29 85 | |
| University Press, printing | 29 30 | |
| United Photographic Stores, supplies | 10 47 | |
| Freight charges | 37 | |
| Superintendent's Dept., labor, $265.62; material, $39.90 | 305 52 | |
| Clerical Assistance ($150.00): | | |
| Miss Edith Staples, 75 days at $2.00 | 150 00 | |
| | | $692 01 |

36. *Mathematical Department.*

| | | |
|---|---|---|
| Class Room Supplies ($10.80): | | |
| Students' Book Dept., interest tables | $10 00 | |
| University Press, paper | 80 | |
| | | $10 80 |

37. *Sub-Department of Mechanics.*

| | | |
|---|---|---|
| Maintenance ($86.07): | | |
| Aikenhead Hardware, Ltd., hardware | $7 96 | |
| Art Metropole, Ltd., stationery | 5 75 | |
| T. Eaton Co., Ltd., table | 3 50 | |
| McGraw Hill Book Co., books | 4 28 | |
| University Press, stationery | 2 00 | |
| D. Van Nostrand Co., books | 26 88 | |
| W. J. T. Wright, drawings | 10 00 | |
| Freight charges | 1 70 | |
| Superintendent's Dept., labor, $13.00; material, $11.00 | 24 00 | |
| Apparatus ($228.73): | | |
| Aikenhead Hardware, Ltd., tools | 48 50 | |
| Bausch & Lomb Optical Co., apparatus | 110 71 | |
| Schofield-Holden Machine Co., apparatus | 43 88 | |
| Freight charges | 65 | |
| Superintendent's Dept., labor, $19.49; material, $5.50 | 24 99 | |
| | | $314 80 |

38. *Political Science.*

| | | |
|---|---|---|
| Edward Stanford, maps | $38 16 | |
| University Press, printing | 36 45 | |
| Freight charges | 9 71 | |
| Superintendent's Dept., labor, $18.35; material, $7.75 | 26 10 | |
| | | $110 42 |

39. *History.*

| | | |
|---|---|---|
| Bryant Press, cards | $9 00 | |
| University Press, stationery | 13 10 | |
| | | $22 10 |

40. *Italian and Spanish.*

| | | |
|---|---|---|
| T. Eaton Co., supplies | $2 50 | |
| Prof. W. H. Fraser, petty disbursements | 5 00 | |
| Office Specialty Mfg. Co., fyling cabinet | 45 00 | |
| Photography, Dept. of, slides | 4 20 | |
| A. J. Reading, slides | 70 | |
| Students' Book Dept., books | 14 65 | |
| University Press, cards and printing | 23 60 | |
| | | $95 65 |

41. *University College Departments.*

| | | |
|---|---|---|
| (*a*) Greek ($3.15): | | |
| A. J. Reading, slides | $3 15 | |
| (*b*) Latin ($66.96): | | |
| Miss A. S. Meen, copying | 1 50 | |
| Photography, Dept. of, slides | 12 55 | |
| A. J. Reading, slides | 8 55 | |
| University Press, printing | 44 36 | |
| (*c*) Ancient History ($20.80): | | |
| University Press, stationery | 19 00 | |
| Superintendent's Dept., supplies | 1 80 | |
| (*d*) English ($806.50): | | |
| Reading Essays ($800.00): | | |
| Mrs. P. Cudmore | 200 00 | |
| Miss H. G. Macdonald | 200 00 | |
| Miss Mabel Millman | 200 00 | |
| Mrs. M. Wallace | 200 00 | |
| Class Room Supplies ($6.50): | | |
| University Press | 6 50 | |
| (*e*) French ($98.18): | | |
| Dr. A. Hamilton, book | 8 88 | |
| A. J. Reading, slides | 2 80 | |
| Students' Book Dept., books | 66 80 | |
| University Press, stationery and printing | 19 70 | |
| (*f*) German ($33.05): | | |
| Photography, Dept. of, slides | 9 90 | |
| Students' Book Dept., books | 18 80 | |
| University Press, printing | 4 35 | |
| (*g*) Orientals ($55.60): | | |
| Wm. Briggs, binding | 2 80 | |
| Students' Book Dept., books | 32 40 | |
| Superintendent's Dept., material | 20 40 | |

41. *University College Departments.*—Continued.

| | | |
|---|---|---|
| (*h*) Ethics ($33.02): | | |
| Canada Furniture Mfrs., Ltd., chairs | 14 40 | |
| J. W. Geddes, frames | 12 00 | |
| University Press | 5 60 | |
| Freight charges | 1 02 | |
| (*i*) General Expenses: | | |
| Stationery, etc. ($26.13): | | |
| The Bursar, postage supplied | 5 00 | |
| University Press | 21 13 | |
| Advertising ($3.65): | | |
| Evening Telegram | 2 05 | |
| News Printing Co. | 1 60 | |
| Incidentals ($328.25): | | |
| Gourlay, Winter & Leeming, piano hire | 49 00 | |
| Librairie Beauchemin, typewriter | 96 00 | |
| Macey Office Equipment Co., desk and chairs | 55 50 | |
| Matthews Bros., frames | 4 10 | |
| Toronto Railway and Steamboat Guide Co., subscription to Guide | 5 45 | |
| Miss Wreyford, physical instruction to women students | 117 50 | |
| Freight charges | 70 | |
| Clerical Assistance to Registrar ($47.40): | | |
| Miss A. R. Whalley, 118½ hours at 40c. | 47 40 | |
| | | 1,522 69 |

42. *World History.*

| | | |
|---|---|---|
| University Press, printing | $7 25 | |
| | | $7 25 |

43. *Trinity College Service.*

| | | |
|---|---|---|
| The Bursar, Trinity College, students' car fares paid for transportation to University lectures | $788 12 | |
| | | $788 12 |

44. *University Extension.*

| | | |
|---|---|---|
| (*a*) Summer Session, 1911 ($2,726.71): | | |
| Payments to teachers and assistants: | | |
| Lecturers: W. H. Clawson, English | $200 00 | |
| J. H. Cameron, French | 250 00 | |
| S. Beatty, Mathematics | 200 00 | |
| E. F. Burton, Physics | 200 00 | |
| W. H. Piersol, Biology | 250 00 | |
| J. H. Faull, Botany, $250 00; expenses, $3.52 | 253 52 | |
| J. R. Seavey, Art, $400.00; expenses, $47.45 | 447 45 | |
| G. D. Robertson, Commerce | 250 00 | |
| J. W. Barton, Physical Training | 250 00 | |
| Assistants: W. T. Kennedy, Physics | 125 00 | |
| G. H. Graham, Biology | 125 00 | |
| J. H. White, Botany | 125 00 | |
| Attendants: Joseph Allen, 2 nights | 4 00 | |
| J. Wicksey, 3 nights | 6 00 | |
| A. Bain, 53 hours at 25c. | 13 25 | |
| T. Eaton Co., Ltd., models | 2 80 | |
| G. M. Hendry Co., clay | 9 50 | |
| Dr. A. H. Abbott, for cartage, etc. | 1 54 | |
| Superintendent's Dept., labor, $9.00; material, $4.65 | 13 65 | |

44. *University Extension.*—Continued.

(Amount paid by the Provincial Government on account of Session, 1911, $976.94, credited to Revenue from fees.)

| | | |
|---|---|---|
| Preliminary Expenses, Summer Session, 1912 ($113.40): | | |
| Alex. Provan, food supplies for Household Science instruction | 39 60 | |
| University Press, printing | 73 80 | |
| (*b*) Teachers' Course ($55.70): | | |
| Remuneration to Instructors: | | |
| L. H. Corbett, extra payment in addition to remuneration as Sessional Instructor | $50 00 | |
| University Press, printing | 5 70 | |
| (*c*) Local Lectures ($360 65): | | |
| Remuneration to Lecturers, expenses, etc. ($332.75): | | |
| A. H. Abbott | $10 00 | |
| W. J. Alexander | 10 00 | |
| J. A. Amyot | 15 00 | |
| R. W. Angus | 5 00 | |
| J. Home Cameron | 5 00 | |
| C. A. Chant | 20 00 | |
| A. P. Coleman, $35.00; expenses, $1.50 | 36 50 | |
| H. T. J. Coleman | 10 00 | |
| R. Davidson | 15 00 | |
| V. E. Henderson | 10 00 | |
| L. E. Horning | 20 00 | |
| M. Hutton | 5 00 | |
| G. W. Johnston | 25 00 | |
| D. R. Keys | 20 00 | |
| E. J. Kylie | 5 00 | |
| J. P. D. Llwyd, $10.00; expenses, $1.25 | 11 25 | |
| J. F. McLaughlin | 10 00 | |
| G. H. Needler | 5 00 | |
| G. O. Smith | 5 00 | |
| G. S. Stevenson | 10 00 | |
| W. H. Vander Smissen | 10 00 | |
| M. W. Wallace | 50 00 | |
| R. H. Williams | 5 00 | |
| A. H. Young | 10 00 | |
| C. R. Young | 5 00 | |
| Printing, etc. ($27.90): | | |
| Toronto Railway & Steamboat Guide Co., subscription to Guide | 3 00 | |
| University Press, printing, etc. | 24 90 | |
| (*d*) Office Expenses and Clerical Assistance ($779.95): | | |
| The Bursar, postage supplied | 37 00 | |
| Nernst Lamp Co., stereopticon lamp | 35 55 | |
| Office Specialty Mfg. Co., fyling cases | 1 60 | |
| Students' Book Dept., blank books | 5 00 | |
| University Press, stationery and supplies | 43 45 | |
| United Typewriter Co., inspection of machine, $9.00; supplies, $3.60 | 12 60 | |
| Superintendent's Dept., material | 75 | |
| A. H. Abbott, for services as Secretary | 300 00 | |
| Miss C. Mead, 27½ weeks, clerical assistance | 344 00 | |
| | | $4,036 41 |
| | | $278,761 50 |

## III. Faculty of Medicine.

### 45. *Salaries.*

| | | |
|---|---|---|
| Anatomy: | | |
| J. P. McMurrich, Professor, 12 mos. to 30th June | $4,000 00 | |
| J. C. Watt, Lecturer (Sessional) | 1,200 00 | |
| Demonstrators (Sessional): | | |
| A. W. Canfield (paid also in Pediatrics) | 150 00 | |
| C. J. Copp | 150 00 | |
| N. D'Arcy Frawley | 150 00 | |
| W. B. Hendry (paid also in Gynaecology) | 150 00 | |
| E. R. Hooper | 150 00 | |
| W. W. Jones (paid also in Surgery) | 150 00 | |
| W. A. Scott (paid also in Surgery) | 150 00 | |
| C. B. Shuttleworth (paid also in Surgery) | 150 00 | |
| G. E. Wilson (paid also in Surgery) | 150 00 | |
| W. W. Wright | 150 00 | |
| O. A. McNichol | 100 00 | |
| N. S. Shenstone (paid also in Surgery) | 100 00 | |
| N. McIlveen, Technical Assistant, 12 mos. to 30th June | 400 00 | |
| G. Lynne, Attendant, Dissecting Room, 12 mos. to 30th June | 800 00 | |
| | | $8,100 00 |
| Pathology and Bacteriology: | | |
| J. J. Mackenzie, Professor, 12 mos. to 30th June | $3,600 00 | |
| D. Graham, Lecturer in Bacteriology (Sessional) | 1,500 00 | |
| C. O. E. Kister, Fellow (Sessional) | 500 00 | |
| Demonstrators (Sessional)— | | |
| W. E. Gallie, also Assistant Curator of Pathological Museum (paid also in Surgery) | 300 00 | |
| O. R. Mabee | 150 00 | |
| A. J. Mackenzie | 150 00 | |
| B. O'Reilly (paid also in Medicine) | 150 00 | |
| G. S. Strathy (paid also in Medicine) | 150 00 | |
| F. E. Watts | 150 00 | |
| D. E. Robertson | 100 00 | |
| A. H. Rolph | 50 00 | |
| Assistants in Clinical Laboratory (Sessional): | | |
| D. H. Boddington (paid half in Chemical Pathology) | 125 00 | |
| N. T. Maclaurin | 100 00 | |
| Laboratory Attendants: | | |
| A. Wilson, 12 mos. to 30th June, at $700, of which $300 charged as Caretaker Pathological building | 400 00 | |
| A. Ritchie, 1st July to 30th September, at $450 per annum (resigned) | 112 50 | |
| F. Thibault, 1st October to 30th June at $600 per annum | 450 00 | |
| Glass-blowers, share of salaries detailed under Physiology. | 100 00 | |
| Miss I. E. Ruttan, stenographer, 12 mos. to 30th June | 650 00 | |
| | | $8,737 50 |
| Chemical Pathology: | | |
| J. B. Leathes, Professor, 12 mos. to 30th June | $3,600 00 | |
| H. S. Raper, Lecturer (Sessional) | 1,300 00 | |
| H. Orr, Fellow (Sessional) | 500 00 | |
| Assistants in Clinical Laboratory (Sessional): | | |
| F. W. Rolph | 250 00 | |
| D. H. Boddington (paid half in Pathology) | 125 00 | |
| A. Husband, Laboratory Attendant, 12 mos. to 30th June | 450 00 | |
| Glass-blowers, share of salaries detailed under Physiology. | 100 00 | |
| | | $6,325 00 |
| Pharmacy and Pharmacology: | | |
| V. E. Henderson, Associate Professor, 12 mos. to 30th June | $2,300 00 | |
| N. C. Sharpe, Fellow (Sessional) | 500 00 | |

45. *Salaries.*—Continued.

| | | |
|---|---|---|
| Class Assistants (Sessional): | | |
| A. A. Fletcher | 50 00 | |
| F. C. Harrison | 50 00 | |
| T. James, Laboratory Attendant, 12 mos. to 30th June | 600 00 | |
| | | $3,500 00 |
| Clinical Departments: | | |
| Medicine and Clinical Medicine: | | |
| Associates, 12 mos. to 30th June: | | |
| W. Goldie, H. C. Parsons } Clinical Medicine | 350 00 / 300 00 | |
| W. J. McCollum, J. H. Elliott } Medicine and Clinical Medicine | 300 00 / 300 00 | |
| Demonstrators in Clinical Medicine (Sessional): | | |
| E. C. Burson | 250 00 | |
| F. A. Clarkson | 250 00 | |
| G. W. Howland | 250 00 | |
| H. S. Hutchison | 250 00 | |
| B. O'Reilly (paid also in Pathology) | 250 00 | |
| W. H. Pepler | 250 00 | |
| D. K. Smith | 250 00 | |
| C. J. Wagner | 250 00 | |
| W. F. McPhedran | 150 00 | |
| Assistants in Clinical Medicine (Sessional): | | |
| J. S. Graham | 150 00 | |
| R. W. Mann | 150 00 | |
| J. H. McPhedran | 150 00 | |
| C. S. McVicar | 150 00 | |
| G. W. Ross | 150 00 | |
| G. E. Smith | 150 00 | |
| G. S. Strathy (paid also in Pathology) | 150 00 | |
| W. D. Young | 150 00 | |
| G. S. Young | 100 00 | |
| F. S. Vrooman | 50 00 | |
| Surgery and Clinical Surgery: | | |
| Associates, 12 mos. to 30th June: | | |
| C. B. Shuttleworth (paid also in Anatomy) | 300 00 | |
| J. F. Uren | 300 00 | |
| Demonstrators in Clinical Surgery, 12 mos. to 30th June: | | |
| A. H. Garratt | 300 00 | |
| T. B. Richardson | 300 00 | |
| Demonstrators in Clinical Surgery (Sessional): | | |
| W. W. Jones (paid also in Anatomy) | 250 00 | |
| W. J. O. Malloch | 250 00 | |
| E. S. Ryerson (paid also as Assistant Secretary to Faculty) | 250 00 | |
| W. A. Scott (paid also in Anatomy) | 250 00 | |
| G. Silverthorn | 250 00 | |
| Assistants in Clinical Surgery (Sessional): | | |
| M. H. V. Cameron | 150 00 | |
| W. E. Gallie (paid also in Pathology) | 150 00 | |
| N. S. Shenstone (paid also in Anatomy) | 150 00 | |
| G. E. Wilson (paid also in Anatomy) | 150 00 | |
| A. B. Wright | 150 00 | |
| J. A. Roberts | 100 00 | |
| R. E. Gaby (paid also in Bio-Chemistry) | 100 00 | |
| Gynaecology: | | |
| F. W. Marlow, Associate, 12 mos. to 30th June | 300 00 | |
| Demonstrators (Sessional): | | |
| Helen MacMurchy | 200 00 | |
| A. C. Hendrick | 150 00 | |
| W. B. Hendry (paid also in Anatomy) | 150 00 | |
| F. A. Cleland | 50 00 | |

45. *Salaries.*—Continued.

| | | |
|---|---|---|
| Obstetrics: | | |
| F. Fenton, Associate, 12 mos. to 30th June | 300 00 | |
| Demonstrators (Sessional): | | |
| J. A. Kinnear | 250 00 | |
| M. M. Crawford | 200 00 | |
| Assistant Demonstrators (Sessional): | | |
| W. J. Mabee | 100 00 | |
| S. J. N. Magwood | 100 00 | |
| Laryngology: | | |
| G. Boyd, Associate, 12 mos. to 30th June | 300 00 | |
| Demonstrators (Sessional): | | |
| Perry Goldsmith | 50 00 | |
| G. Royce | 50 00 | |
| Therapeutics: | | |
| Demonstrators (Sessional): | | |
| S. Johnston, R. J. MacMillan } Anaesthesia | 250 00 | |
| R. J. MacMillan } Anaesthesia | 50 00 | |
| E. C. Cole | 100 00 | |
| Pediatrics: | | |
| D. McGillivray, Demonstrator (Sessional) | 250 00 | |
| A. W. Canfield, Clinical Assistant (Sessional), paid also in Anatomy | 150 00 | |
| Psychiatry: | | |
| J. M. Forster, Demonstrator (Sessional) | 25 00 | |
| | | $11,175 00 |

| | | |
|---|---|---|
| Associate Professors (each 12 mos. to 30th June): | | |
| Ernest Jones, Psychiatry | $350 00 | |
| K. C. McIlwraith, Obstetrics | 400 00 | |
| J. M. MacCallum, Ophthalmology | 400 00 | |
| D. J. G. Wishart, Larnygology, etc. | 450 00 | |
| H. T. Machell, Obstetrics, etc. | 450 00 | |
| G. Chambers, Clinical Medicine | 450 00 | |
| A. R. Gordon, Clinical Medicine | 450 00 | |
| R. J. Dwyer, Clinical Medicine | 450 00 | |
| W. McKeown, Clinical Surgery | 450 00 | |
| C. L. Starr, Clinical Surgery, etc. | 450 00 | |
| W. B. Thistle, Clinical Medicine | 600 00 | |
| F. N. G. Starr, Clinical Surgery | 600 00 | |
| H. A. Bruce, Clinical Surgery | 700 00 | |
| A. Primrose, Clinical Surgery (paid also as Secretary to Faculty | 700 00 | |
| G. A. Bingham, Clinical Anatomy, etc. | 700 00 | |
| W. P. Caven, Clinical Medicine | 700 00 | |
| H. W. Aikins, Anatomy | 700 00 | |
| A. M. Baines, Clinical Medicine, etc. | 700 00 | |
| J. T. Fotheringham, Medicine and Clinical Medicine | 700 00 | |
| H. B. Anderson, Clinical Medicine | 700 00 | |
| | | $11,100 00 |

| | | |
|---|---|---|
| Professors (each 12 mos. to 30th June): | | |
| I. H. Cameron, Surgery and Clinical Surgery | $1,050 00 | |
| A. McPhedran, Medicine and Clinical Medicine | 1,050 00 | |
| A. H. Wright, Obstetrics | 1,050 00 | |
| R. D. Rudolf, Therapeutics | 1,000 00 | |
| J. A. Amyot, Hygiene | 1,000 00 | |
| N. A. Powell, Medical Jurisprudence, etc. | 700 00 | |
| R. A. Reeve, Ophthalmology, etc. | 450 00 | |
| G. R. McDonagh, Larnygology, etc. | 450 00 | |
| G. S. Ryerson, Ophthalmology, etc. | 450 00 | |
| G. H. Burnham, Ophthalmology, etc. | 450 00 | |
| C. K. Clarke, Psychiatry (also Dean of the Faculty) | 450 00 | |
| N. H. Beemer, Mental Diseases (without salary) | ..... | |
| J. A. Temple, for a series of lectures in Gynaecology (honorarium—paid also retiring allowance) | 150 00 | |
| | | $8,250 00 |

45. *Salaries.*—Continued.

| | | |
|---|---|---|
| Secretary's Office: | | |
| A. Primrose, Secretary to Faculty, 12 mos. to 30th June (paid also as Associate Professor) | $800 00 | |
| E. S. Ryerson, Assistant Secretary, 12 mos. to 30th June (paid also in Clinical Surgery) | 500 00 | |
| Stenographers: | | |
| Miss E. A. Jamieson, 12 mos. to 30th June | 850 00 | |
| Miss G. Coxall, 12 mos. to 30th June | 600 00 | |
| Miss E. V. Williamson, 21 August to 30 June, at $400.. | 344 10 | |
| | | $3,094 10 |
| | | $60,281 60 |

46. *Retiring Allowances.*

| | | |
|---|---|---|
| Retiring allowances to the following Emeritus Professors (not to exceed 5 years): | | |
| J. L. Davison | $500 00 | |
| F. LeM. Grasett | 500 00 | |
| J. A. Temple (paid also honorarium for lectures in Gynaecology) — Third payment. | 500 00 | |
| L. Teskey | 500 00 | |
| W. Oldright — Second payment | 250 00 | |
| W. T. Stuart — Second payment | 300 00 | |
| | | $2,550 00 |

47. *Anatomical Department.*

| | | |
|---|---|---|
| Anatomical Material ($1,545.50): | | |
| J. M. Crawford | $64 00 | |
| H. Field | 32 00 | |
| D. J. Harris | 32 00 | |
| H. Hoffman | 16 00 | |
| A. Klippert | 16 00 | |
| F. W. Matthews | 627 50 | |
| J. H. Millard | 96 00 | |
| L. H. Nicholson | 54 00 | |
| J. C. Nixon | 32 00 | |
| H. R. Ranks | 384 00 | |
| Jos. Rogers | 32 00 | |
| Wm. Speers | 144 00 | |
| Robt. White | 16 00 | |
| Chemicals, Material for Preservation, etc. ($477.28): | | |
| W. R. Brock Co., cloth | 9 30 | |
| Canadian Oil Companies, chemicals | 7 60 | |
| John Catto & Son, cloth | 37 75 | |
| Ingram & Bell, chemicals | 238 79 | |
| Inland Revenue Dept., methylated spirits | 125 27 | |
| Freight charges | 6 45 | |
| Superintendent's Dept., labor, $19.20; material $32.92 | 52 12 | |
| Incidental Expenses ($590.10): | | |
| Aikenhead Hardware, Ltd., carborundum | 3 00 | |
| John Catto & Son, supplies | 35 64 | |
| Fletcher Mfg. Co., trays | 12 00 | |
| J. F. Hartz Co., apparatus and supplies | 320 05 | |
| Ingram & Bell, supplies | 6 39 | |
| Miller Mfg. Co., coats | 35 00 | |
| Office Specialty Mfg. Co., cards | 2 65 | |
| Photography, Dept. of, slides | 4 60 | |
| Russill Hardware Co., cups | 3 00 | |
| Paul Seifert, specimens | 51 00 | |
| Spencer Lens Co., slide cabinet | 15 00 | |
| St. John's Hospital, S. S. J. D. aprons | 16 00 | |

47. *Anatomical Department.*—Continued.

| | | |
|---|---|---|
| United Typewriter Co., inspection of machine | 9 00 | |
| University Press, printing and stationery | 21 20 | |
| Freight charges | 9 05 | |
| Petty items (3) | 2 73 | |
| Superintendent's Dept., labor, $20.08; material, $23.71 | 43 79 | |
| | | $2,612 88 |

48. *Pathology and Bacteriology.*

| | | |
|---|---|---|
| Chemicals and Supplies ($545.61): | | |
| Dominion Carbonic Co., gas | $52 50 | |
| Dr. G. Grubler & Co., chemicals | 5 88 | |
| J. F. Hartz Co., Ltd., sharpening knives | 12 45 | |
| Ingram & Bell, chemicals | 319 06 | |
| Inland Revenue Dept., methylated spirits | 95 60 | |
| J. G. Ramsey & Co., chemicals | 3 68 | |
| Schering & Glatz, celloidin | 8 16 | |
| W. Lloyd Wood, chemicals | 43 35 | |
| Freight charges | 4 93 | |
| Apparatus ($388.55): | | |
| Baird & Tatlock, Ltd. | 61 45 | |
| T. Eaton Co., Ltd. | 6 48 | |
| Eimer & Amend | 45 00 | |
| J. F. Hartz Co. | 15 50 | |
| Ingram & Bell | 84 83 | |
| Richards Bros. | 69 65 | |
| The Topley Co. | 90 01 | |
| Carl Zeiss | 15 63 | |
| Museum Glassware ($250.00): | | |
| Eimer & Amend | 250 00 | |
| Incidental Expenses ($665.31): | | |
| Adams Furniture Co., stools | 40 80 | |
| City Storage Co., cartage | 22 50 | |
| Ingram & Bell, repairs, $10.10; cotton supplies, etc., $16.53. | 26 63 | |
| Lake Simcoe Ice Supply Co., ice | 81 25 | |
| Library Bureau of Canada, cabinet and cards | 72 29 | |
| Prof. J. J. Mackenzie, disbursements: | | |
| Laboratory supplies, groceries, etc., $25.33; stencil paper, etc., $9.50; car fare and postage, $9.38; boiler, $6.00; express and cartage, $3.83; sundries, $4.53 | 58 57 | |
| T. J. McDonnell, rabbits | 10 80 | |
| M. Rawlinson, cartage | 6 25 | |
| Scholey Bros., Ltd., slide boxes | 7 50 | |
| Robert Simpson Co., Ltd., desk and chair | 31 75 | |
| H. W. Spence, repairs | 13 60 | |
| T. R. Stafford, cartage | 2 75 | |
| F. Thibault, rabbits, etc. | 20 50 | |
| University Press, printing and stationery | 39 70 | |
| H. Wright, racks | 25 40 | |
| Freight charges | 1 40 | |
| Petty items (3) | 2 79 | |
| Superintendent's Dept., animal fodder, $201.30; material, $18.10 | 219 40 | |
| | $1,868 04 | |
| Less received from students for breakages | 18 57 | |
| | | $1,849 47 |

49. *Chemical Pathology.*

| | | |
|---|---|---|
| Maintenance, Chemicals and Supplies ($564.83): | | |
| Baird & Tatlock, Ltd., chemicals and apparatus | $49 04 | |
| City Storage Co., cartage | 10 75 | |

49. *Chemical Pathology.*—Continued.

| | | |
|---|---|---|
| T. Eaton Co., Ltd., crocks | 26 00 | |
| Eimer & Amend, chemicals | 4 60 | |
| C. Gripton, rubber stamps | 3 50 | |
| Ingram & Bell, apparatus | 33 05 | |
| International Instrument Co., cups | 7 81 | |
| Jarvis Sanitary Filter Co., filters | 15 00 | |
| Prof. J. B. Leathes, disbursements: | | |
| Animals, $18.00; laboratory supplies, $11.50; car fare and postage, $2.30; sundries, $9.51 | 41 31 | |
| Rice Lewis & Son, hardware | 8 84 | |
| Norton Co., crucibles | 5 50 | |
| University Press, printing | 3 00 | |
| Vereinigte Fabriken, chemicals | 83 51 | |
| Freight charges | 51 01 | |
| Superintendent's Dept., labor, $70.11; material, $171.25 | 241 36 | |
| | 584 28 | |
| Less received from students for breakages | 19 45 | |
| | | $564 83 |

50. *Pharmacy and Pharmacology.*

| | | |
|---|---|---|
| Maintenance ($398.79): | | |
| F. J. Burns & Co., frogs | $3 60 | |
| Central Electric and School Supply Co., bottles | 3 50 | |
| Fletcher Mfg. Co., trays | 2 00 | |
| J. A. Fontaine, frogs | 40 95 | |
| Prof. V. E. Henderson, disbursements: | | |
| Laboratory supplies, $9.55; hardware, $4.66; sundries, $4.08 | 18 29 | |
| Hupfeld, Ludecking & Co., shipping charges | 4 34 | |
| Ingram & Bell, chemicals | 9 20 | |
| E. Merck, chemicals | 42 05 | |
| National Drug & Chemical Co., chemicals | 3 16 | |
| Ontario Rubber Co., tubing | 4 70 | |
| C. F. Palmer, kymograph paper | 5 29 | |
| C. Potter, gas | 2 50 | |
| A. J. Reading, slides | 2 70 | |
| Toronto Dog and Cat Hospital, animals | 28 50 | |
| University Press, printing | 9 60 | |
| Vereinigte Fabriken, chemicals | 47 45 | |
| Freight charges | 27 38 | |
| Superintendent's Dept., labor, $53.88; material, $35.10; animal fodder, $54.60 | 143 58 | |
| Apparatus ($242.64): | | |
| Brown & Son | $18 33 | |
| Max Rinck | 224 31 | |
| Alterations to rooms and laboratories ($746.26): | | |
| Adams Furniture Co., stools | 11 00 | |
| Canada Furniture Mfrs., Ltd., stools | 17 40 | |
| Routery Bros., plastering | 35 00 | |
| Superintendent's Dept., labor, $486.96; material, $195.90 | 682 86 | |
| | | $1,387 69 |

| | | |
|---|---|---|
| Interim appropriation in advance for 1912-13: | | |
| Alterations to rooms and laboratories ($169.75): | | |
| R. Laidlaw & Co., lumber | $22 05 | |
| Superintendent's Dept., labor, $45.97; material, $101.73 | 147 70 | |
| Carried forward to 1912-13 | $169 75 | |

51. *Medicine and Clinical Medicine.*

| | | |
|---|---|---|
| Medicine ($90.95): | | |
| B. J. Fenner, slides | $15 00 | |
| Ingram & Bell, apparatus | 75 95 | |
| Clinical Medicine ($682.35): | | |
| Ingram & Bell, apparatus, etc. | 682 35 | |
| | | $773 30 |

52. *Surgery.*

| | | |
|---|---|---|
| Dr. R. E. Gaby, petty sundries | $3 63 | |
| J. F. Hartz Co., X-ray view box | 30 40 | |
| Ingram & Bell, microscopes, etc. | 79 60 | |
| Macey Office Equipment Co., desk and chair | 26 75 | |
| Toronto Dog and Cat Hospital, animals | 5 00 | |
| Superintendent's Dept., labor, $29.92; material, $13.20; fodder for animals, $17.13 | 60 25 | |
| | | $205 63 |

53. *Gynaecology.*

| | | |
|---|---|---|
| J. F. Hartz Co., Ltd., microscopes, etc. | $88 30 | |
| | | $88 30 |

54. *Obstetrics.*

(Nothing spent.)

55. *Ophthalmology.*

| | | |
|---|---|---|
| Paul Seifert, bone preparations | $107 50 | |
| | | $107 50 |

56. *Hygiene.*

| | | |
|---|---|---|
| J. F. Hartz Co., Ltd., apparatus | $117 50 | |
| A. J. Reading, slides | 6 65 | |
| | | $124 15 |

57. *Therapeutics.*

| | | |
|---|---|---|
| J. F. Hartz Co., Ltd., apparatus | $27 00 | |
| Hupfeld, Ludecking & Co., chemicals | 9 02 | |
| F. H. Thomas Co., charts | 18 10 | |
| Freight charges | 60 | |
| | | $54 72 |

58. *Medical Jurisprudence.*

(Nothing spent.)

59. *Medical Building.*

| | | | |
|---|---|---|---|
| Gas, city current and occasional fuel ($397.84): | | | |
| Consumers' Gas Co., gas | | $275 24 | |
| Toronto Electric Light Co., electrical current | | 139 16 | |
| | | $414 40 | |
| Less paid by Provincial Board of Health.. | $21 00 | | |
| And by Societies | 1 00 | | |
| | | 22 00 | |
| | | $392 40 | |
| Connell Anthracite Mining Co., fuel | | 5 44 | |
| Water ($303.59): | | | |
| City Treasurer, water | | $303 59 | |
| Caretaker's Supplies ($162.67): | | | |
| Superintendent's Dept., supplies | | 162 67 | |
| Cleaning ($745.65): | | | |
| Allen Mfg. Co., washing towels | | 54 89 | |
| Canadian Window Cleaning Co., cleaning windows | | 40 00 | |
| Pay Lists, wages of cleaners | | 650 76 | |

59. *Medical Building.*—Continued.

| | | |
|---|---|---|
| Repairs and Renewals ($1,328.76): | | |
| Adams Furniture Co., chairs | 35 00 | |
| Bell Telephone Co., moving telephone | 7 50 | |
| City Treasurer, elevator license | 2 00 | |
| Common Sense Mfg. Co., exterminating rats | 5 00 | |
| Elevator Specialty Co., repairs to elevator | 32 83 | |
| R. Robertson & Sons, repairs to drain | 17 57 | |
| Routery Bros., plastering | 35 00 | |
| W. Welker, blackboard | 33 00 | |
| Superintendent's Dept., labor, $652.01; material, $508.85 | 1,160 86 | |
| Caretaker, Thos. Motton, 12 mos. to 30th June | 800 00 | |
| | | $3,738 51 |

60. *Pathological Building.*

| | | |
|---|---|---|
| Fuel and Light ($2,750.00): | | |
| Toronto General Hospital, on account for heat and light supplied (subject to adjustment) | $2,750 00 | |
| Gas and City current ($119.87): | | |
| Consumers' Gas Co., gas | 80 92 | |
| Toronto Electric Light Co., electrical current | 38 95 | |
| Water ($5.64): | | |
| City Treasurer, water | 5 64 | |
| Caretaker's Supplies ($86.75): | | |
| Superintendent's Dept., supplies | 86 75 | |
| Cleaning ($341.77): | | |
| Allen Mfg. Co., washing towels | 2 21 | |
| Pay Lists, wages of cleaners | 339 56 | |
| Sundries ($12.00): | | |
| Elevator Specialty Co., adjusting motor | 12 00 | |
| Caretaker, Alex. Wilson, 12 mos. to 30th June ($700.00, of which $400.00 charged as laboratory attendant) | 300 00 | |
| | | $3,616 03 |

61. *General Expenses.*

| | | |
|---|---|---|
| Stationery, printing, postage and office supplies ($1,296.88): | | |
| The Bursar, postage supplied | $200 00 | |
| Canadian Medical Association Journal, reprints | 13 00 | |
| T. Eaton Co., Ltd., office furniture | 74 86 | |
| C. Gripton, rubber stamps | 3 50 | |
| Charles Jackson, medical directory | 3 42 | |
| Macey Office Equipment Co., office furniture | 37 75 | |
| Might Directory Co., city directory | 7 50 | |
| Chas. Potter, lens | 1 25 | |
| University Press, calendar, printing and stationery | 802 80 | |
| United Typewriter Co., inspection, $27.00; supplies, $4.35 | 31 35 | |
| Superintendent's Dept., labor, $44.17; material, $27.63 | 71 80 | |
| Medals and engraving | 49 65 | |
| Appropriation for Dean's Office ($600.00): | | |
| Dr. C. K. Clarke, various disbursements | 600 00 | |
| | | $1,896 88 |
| | | $79,851 49 |

## IV. Faculty of Applied Science.

### 62. *Salaries.*

*Engineering.*

| | | |
|---|---|---|
| J. Galbraith, Professor (also Dean of Faculty), 12 mos. to 30th June | $4,000 00 | |
| | | $4,000 00 |

*Electrical Engineering.*

| | | |
|---|---|---|
| T. R. Rosebrugh, Professor, 12 mos. to 30th June | $3,500 00 | |
| H. W. Price, Associate Professor, 12 mos. to 30th June | 2,100 00 | |
| Demonstrators (Sessional): | | |
| W. S. Guest | 1,100 00 | |
| R. H. Hopkins | 1,100 00 | |
| A. R. Zimmer | 1,000 00 | |
| H. A. Cooch | 900 00 | |
| A. N. Hunter | 900 00 | |
| T. H. Crosby | 800 00 | |
| O. F. Adams, Fellow (Sessional) | 500 00 | |
| F. Robbins, Electrician, 12 mos. to 30th June | 650 00 | |
| W. Cosgrove, Assistant Electrician, 12 mos. to 30th June | 500 00 | |
| V. W. Colmer, Laboratory Attendant, 13th July to 30th June at $350.00 | 337 75 | |
| | | $13,387 75 |

*Mechanical Engineering.*

| | | |
|---|---|---|
| R. W. Angus, Professor, 12 mos. to 30th June | $2,700 00 | |
| Lecturers (Sessional): | | |
| L. M. Arkley | 1,500 00 | |
| J. J. Traill | 1,300 00 | |
| J. T. Lagergren | 1,300 00 | |
| L. B. Taylor | 1,200 00 | |
| W. W. Gray, Lecturer of previous Session, 3 mos. salary, July to Sept., 1911 | 300 00 | |
| Demonstrators (Sessional): | | |
| F. S. Milligan | 800 00 | |
| A. W. Youell | 800 00 | |
| F. Hickey, Machinist, 12 mos. to 30th June | 800 00 | |
| R. Fullerton, Engineer of Experimental Plant, 12 mos. to 30th June | 700 00 | |
| C. Hishon, Laboratory fireman, 8 mos. salary | 400 00 | |
| G. S. Laing, Laboratory Attendant, 9 mos. salary | 550 00 | |
| | | $12,350 00 |

*Applied Chemistry.*

| | | |
|---|---|---|
| W. H. Ellis, Professor, 12 mos. to 30th June | $4,000 00 | |
| J. W. Bain, Associate Professor, Analytical Chemistry, 12 mos. to 30th June | 2,600 00 | |
| E. G. R. Ardagh, Lecturer, 12 mos. to 30th June | 1,800 00 | |
| M. C. Boswell, Lecturer, Organic Chemistry, 12 mos. to 30th June | 1,800 00 | |
| R. A. Cunningham, Assistant (Sessional) | 600 00 | |
| H. M. Lancaster, Demonstrator (Sessional—part time) | 200 00 | |
| Fellows (Sessional): | | |
| A. V. DeLaporte | 500 00 | |
| J. M. Williams | 500 00 | |
| G. Leworthy, Lecture Assistant and Glass-blower, 12 mos. to 30th June | 750 00 | |
| Laboratory Attendants: | | |
| D. Sinclair, 12 mos. to 30th June | 900 00 | |
| M. O'Bryan, 12 mos. to 30th June | 300 00 | |
| | | $13,950 00 |

*Electro-Chemistry.*

| | | |
|---|---|---|
| S. Dushman, Lecturer (Sessional) | $1,500 00 | |
| J. T. Burt-Gerrans, Demonstrator (Sessional) | 800 00 | |
| Otto O'Bryan, Laboratory Attendant, 15th Sept. to 15th May | 175 00 | |
| | | $2,475 00 |

*Surveying.*

| | | |
|---|---|---|
| L. B. Stewart, Professor, 12 mos. to 30th June | $3,500 00 | |
| W. M. Treadgold, Lecturer, 12 mos. to 30th June | 1,900 00 | |
| S. R. Crerar, Lecturer (Sessional) | 1,300 00 | |
| E. W. Banting, Demonstrator (Sessional) | 1,100 00 | |
| Fellows (Sessional): | | |
| E. Cavell | 500 00 | |
| O. W. Martyn, W. V. Oke } Paid also in Drawing | 250 00 | |
| | 250 00 | |
| | | 8,800 00 |

*Mining Engineering.*

| | | |
|---|---|---|
| H. E. T. Haultain, Professor, 12 mos. to 30th June | $3,200 00 | |
| R. B. Stewart, Lecturer (Sessional) | 1,200 00 | |
| F. C. Dyer, Demonstrator (Sessional) | 1,000 00 | |
| A. L. Steele, Assistant (Sessional) | 600 00 | |
| Laboratory Attendants: | | |
| E. Tozer, 12 mos. to 30th June | 600 00 | |
| C. Waybrant, 8 mos. salary | 313 70 | |
| | | $6,913 70 |

*Metallurgy.*

| | | |
|---|---|---|
| G. A. Guess, Professor, 6 mos. from 1st January at $3,100 | $1,550 00 | |
| T. R. Loudon, Lecturer (Sessional) | 1,600 00 | |
| | | $3,150 00 |

*Architecture and Drawing.*

| | | |
|---|---|---|
| (*a*) Architecture: | | |
| C. H. C. Wright, Professor, 12 mos. to 30th June | $3,500 00 | |
| A. W. McConnell, Lecturer (Sessional), $1,600; instruction to night classes in Architecture, $500 | 2,100 00 | |
| J. L. Banks, Instructor in Modelling (Sessional—part time) | 500 00 | |
| C. W. Jefferys, Instructor in Freehand Drawing and Water-color (Sessional—part time), paid also in Education | 500 00 | |
| | $6,600 00 | |
| (*b*) Drawing: | | |
| J. R. Cockburn, Lecturer in Descriptive Geometry, 12 mos. to 30th June | 2,000 00 | |
| Demonstrators (Sessional): | | |
| R. W. Moffatt, $1,100; instruction to night classes in Architecture, $117 | 1,217 00 | |
| M. Pequegnat | 1,000 00 | |
| C. R. Redfern | 900 00 | |
| L. T. Rutledge, $800; instruction to night classes in Architecture, $60 | 860 00 | |
| Fellows (Sessional): | | |
| W. M. Brock | 500 00 | |
| J. B. K. Fisken, $500; instruction to night classes in Architecture, $105 | 605 00 | |
| J. B. O. Kemp | 500 00 | |
| J. W. Melson | 500 00 | |
| J. C. Murton | 500 00 | |
| A. E. Nourse (resigned 31st December) | 187 50 | |
| W. E. Taylor (1st January to 31st May) | 312 50 | |
| W. F. B. Rubidge | 500 00 | |
| W. J. Smither | 500 00 | |

*Architecture and Drawing.*—Continued.

| | | |
|---|---|---|
| W. S. Wickens | 500 00 | |
| W. V. Oke (paid also in Surveying) | 250 00 | |
| O. W. Martyn (1st January to 28th February, resigned), paid also in Surveying | 100 00 | |
| G. A. Macdonald, 1st March to 30th April | 100 00 | |
| Miss J. C. Laing, Assistant, 12 mos. to 30th June, $600; bonus for extra services, $50 | 650 00 | |
| Attendants in Drafting Rooms (each 9 mos. salary): | | |
| Geo. Brown | 400 00 | |
| K. Simon, $350; additional for night classes in Architecture, $50 | 400 00 | |
| | $19,082 00 | |
| Less charged to night classes in Architecture (Section 74) | 832 00 | |
| | | 18,250 00 |

*Applied Mechanics.*

| | | |
|---|---|---|
| J. McGowan, Associate Professor, 12 mos. to 30th June | 2,600 00 | |
| P. Gillespie, Associate Professor, 12 mos. to 30th June | 2,100 00 | |
| C. R. Young, Lecturer (Sessional) | 1,600 00 | |
| A. T. Laing, Lecturer (Sessional, part time), paid also as Secretary to Faculty | 300 00 | |
| R. J. Marshall, Demonstrator (Sessional) | 1,000 00 | |
| W. R. Key, Fellow (Sessional) | 500 00 | |
| W. K. Simpson, Mechanician, 12 mos. to 30th June | 1,200 00 | |
| Laboratory Attendants: | | |
| R. W. Allen, 15th September to 31st January | 175 00 | |
| J. J. Brown, 1st February to 15th June | 175 00 | |
| | | 9,650 00 |

*Physics and Photography.*

| | | |
|---|---|---|
| G. R. Anderson, Associate Professor, 12 mos. to 30th June | $2,100 00 | |
| W. C. Blackwood, Demonstrator (Sessional) | 900 00 | |
| A. Fraser, Fellow (Sessional) | 500 00 | |
| D. K. Armbrust, Laboratory Attendant, 12 mos. to 30th June | 500 00 | |
| H. F. Christie, Photographer, 3rd October to 30th June at $500. | 345 42 | |
| | | 4,345 42 |

*Special Lectures.*

| | | |
|---|---|---|
| J. M. Langstaff, Instructor in Accountancy (Sessional) | $800 00 | |
| P. W. Mueller, Lecturer (Sessional), $2,000, of which $1,500 charged to Arts | 500 00 | |
| | | 1,300 00 |

*Secretary's Office.*

| | | |
|---|---|---|
| A. T. Laing, Secretary to Faculty and Librarian, 12 mos. to 30th June (paid also in Applied Mechanics) | $2,000 00 | |
| Miss A. J. Rickard, Assistant to Secretary, 12 mos. to 30th June | 700 00 | |
| Miss R. Cave, Stenographer, 12 mos. to 30th June | 600 00 | |
| Miss E. Myers, Stenographer (part time), occasional work at $35 a month | 279 33 | |
| | | 3,579 33 |
| | | $102,151 20 |

63. *Chemistry and Mining Building.*

| | | |
|---|---|---|
| Gas, city current and occasional fuel ($983.49): | | |
| Consumers' Gas Co., gas | $444 64 | |
| Toronto Electric Light Co., electrical current | 216 00 | |
| | $660 64 | |
| Less paid by Societies, etc. | 2 50 | |
| | $658 14 | |

63. *Chemistry and Mining Building.*—Continued.

| | | |
|---|---|---|
| Connell Anthracite Mining Co., fuel | 325 35 | |
| Water ($267.78): | | |
| City Treasurer, water | 267 78 | |
| Caretaker's Supplies ($218.16): | | |
| Superintendent's Department, material | 218 16 | |
| Cleaning ($1,218.60): | | |
| Allen Mfg. Co., laundry | 12 17 | |
| Canadian Window Cleaning Co., cleaning windows | 36 00 | |
| Pay Lists, wages of cleaners | 1,172 93 | |
| | $1,221 10 | |
| Less paid by Societies | 2 50 | |
| | $1,218 60 | |
| Repairs and Renewals ($1,551.24): | | |
| Adams Furniture Co., chairs | 10 00 | |
| Wm. Bartlett & Sons, blinds | 32 20 | |
| City Treasurer, elevator licenses | 4 00 | |
| Common Sense Mfg. Co., exterminating rats | 5 00 | |
| Elevator Specialty Co., repairs to elevator | 45 20 | |
| Johnston Temperature Regulating Co., repairs to regulators | 28 25 | |
| A. Matthews, Ltd., eavestrough | 264 48 | |
| Superintendent's Department, labor, $796.16; material, $367.45 | 1,163 61 | |
| | $1,552 74 | |
| Less sundry credits | 1 50 | |
| | $1,551 24 | |
| Caretaker, E. Bishop, 12 mos. to 30th June | 900 00 | |
| General workman and cleaner, W. Poole, 6 mos. to 31st Dec. | 325 00 | |
| Messengers: | | |
| Otto O'Bryan, 8 weeks at $3.46 | 27 68 | |
| Geo. Stewart, 20 weeks and 5 days at $4.00 | 83 33 | |
| Patrick Bryne, 12 weeks at $5.00 | 60 00 | |
| | | $5,635 28 |

64. *Engineering Building.*

| | | |
|---|---|---|
| Light ($440.04): | | |
| Consumers' Gas Co., gas | $51 38 | |
| Toronto Electric Light Co., electrical current | 389 66 | |
| | $441 04 | |
| Less paid by Societies, etc. | 1 00 | |
| | $440 04 | |
| Water ($208.74): | | |
| City Treasurer, water | 208 74 | |
| Caretaker's Supplies ($138.94): | | |
| Superintendent's Department, material | 138 94 | |
| Cleaning ($1,134.12): | | |
| Allen Mfg. Co., laundry | 12 19 | |
| Canadian Window Cleaning Co., cleaning windows | 35 00 | |
| Pay Lists, wages of cleaners | 1,086 93 | |
| Repairs and Renewals ($1,079.49): | | |
| Adams Furniture Co., chairs | 10 00 | |
| Common Sense Mfg. Co., exterminating rats | 5 00 | |
| Elevator Specialty Co., repairs to elevator | 2 00 | |
| R. Robertson & Sons, repairs to drain | 4 02 | |
| Routery Bros., plastering | 2 30 | |
| Shipway Iron, Bell and Wire Mfg. Co., fire escape | 175 00 | |
| Superintendent's Dept, labor, $490.07; material, $394.90 | 884 97 | |
| | $1,083 29 | |
| Less sundry credits | 3 80 | |
| | $1,079 49 | |

64. *Engineering Building.*—Continued.

| | | |
|---|---|---|
| Caretaker, W. J. Graham, 12 mos. to 30th June | 1,080 00 | |
| Messengers, Harold Trimble, 17 weeks 3 days at $3.50 | 61 25 | |
| Wm. Jeffries, 2 weeks 4 days at $3.00 | 8 00 | |
| Stanley Manners, 11 weeks 3 days at $4.00 | 46 00 | |
| | | $4,196 58 |

65. *Thermodynamics Building.*

| | | |
|---|---|---|
| Fuel for Experimental Plant ($1,328 27): | | |
| Connell Anthracite Mining Co., fuel | $1,328 27 | |
| Light ($8.96): | | |
| Consumers' Gas Co., gas | 8 96 | |
| Water ($325.36): | | |
| City Treasurer, water | 325 36 | |
| Caretaker's Supplies ($95.68). | | |
| Superintendent's Dept., material | 95 68 | |
| Cleaning ($105 11): | | |
| Allen Mfg. Co., laundry | 3 37 | |
| Canadian Window Cleaning Co., cleaning windows | 17 00 | |
| Pay lists, wages of cleaners | 84 74 | |
| Repairs and Renewals (503.85): | | |
| Adams Furniture Co., chairs | 10 00 | |
| Common Sense Mfg. Co., exterminating rats | 5 00 | |
| R. Robertson & Sons, repairs to culvert | 3 79 | |
| Superintendent's Dept., labor, $278.51; material, $209.80 | 488 31 | |
| | $507 10 | |
| Less sundry credits | 3 25 | |
| | $503 85 | |
| | | $2,367 23 |

66. *Geodetic Observatory Building.*

| | | |
|---|---|---|
| Caretaker's Supplies ($51.50): | | |
| Superintendent's Dept., material | $51 50 | |
| Cleaning ($88.67): | | |
| Canadian Window Cleaning Co., cleaning windows | 3 50 | |
| Pay lists, wages of cleaners | 85 17 | |
| Repairs and Renewals ($36.01): | | |
| Adams Furniture Co., chairs | 5 00 | |
| R. Robertson & Sons, piping | 7 20 | |
| Superintendent's Dept., labor, $11.26; material, $12.55 | 23 81 | |
| | | $176 18 |

67. *Chemistry.*

| | | |
|---|---|---|
| Supplies ($1,796.58): | | |
| Prof. J. W. Bain, disbursements: | | |
| Glass cutter, etc., $3.94; hardware, $2.70; frame, $2.00; express and cartage, $1.50; sundries, $3.06 | $13 20 | |
| Baird & Tatlock, chemicals | 1,204 99 | |
| J. T. Baker Chemical Co., chemicals | 150 00 | |
| J. Bishop & Co., repairs | 25 38 | |
| Canada Metal Co., zinc | 5 00 | |
| Chemical Laboratories, Ltd., chemicals | 79 04 | |
| Eimer & Amend, burners and supplies | 150 82 | |
| Eureka Mineral Wool & Asbestos Co., asbestos | 3 64 | |
| Fletcher Mfg. Co., repairs | 10 00 | |

67. *Chemistry.*—Continued.

| | | |
|---|---|---|
| Freyseng Cork Co., corks | 3 05 | |
| Lake Simcoe Ice Co., ice | 3 35 | |
| Ontario Rubber Co., tubing | 20 89 | |
| Photography, Dept. of, prints | 12 43 | |
| Chas. Potter, oxygen | 7 50 | |
| O. B. Stanton & Wilson Co., fyles | 2 40 | |
| Toronto Salt Works, salt | 1 10 | |
| University Press, stationery, etc. | 13 25 | |
| Vokes Hardware Co., hardware | 3 30 | |
| Freight charges | 25 24 | |
| Superintendent's Dept., labor, $13.39; material, $48.61 | 62 00 | |
| Apparatus ($478.78): | | |
| Baird & Tatlock, Ltd., balances | 228 50 | |
| J. Bishop & Co. platinum | 165 95 | |
| Victor J. Boulin, centrifugal pulley | 43 83 | |
| Office Specialty Mfg. Co., desk | 40 50 | |
| Fitting up Rooms ($572.88): | | |
| T. Eaton Co., cork carpet | 4 25 | |
| R. Robertson & Sons, building walls | 71 28 | |
| Superintendent's Dept., labor, $332.95; material, $164.40 | 497 35 | |
| | | $2,848 24 |

68. *Electro Chemistry.*

| | | |
|---|---|---|
| Supplies ($406.03): | | |
| Acheson Graphite Co., tubes | 11 97 | |
| Aikenhead Hardware Co., Ltd., hardware | 21 77 | |
| J. T. Baker Chemical Co., chemicals | 122 46 | |
| Beardmore Belting Co., belting | 5 00 | |
| Canada National Carbon Co., crucibles | 27 61 | |
| Canadian H. W. Johns-Manville Co., fuses | 4 67 | |
| Canadian Kodak Co., supplies | 3 20 | |
| Central Electric & S. S. Co., wire, etc. | 25 21 | |
| Chemical Laboratories, chemicals | 44 17 | |
| Driver-Harris Wire Co., wire | 5 62 | |
| S. Dushman, disbursements: | | |
| Laboratory supplies, $6.93; sundries, $4.49 | 11 42 | |
| Eimer & Amend, wire | 7 31 | |
| Goddard Bros., work on furnaces | 15 00 | |
| Lyman Bros. & Co., chemicals | 2 45 | |
| Lymans, Ltd., tubes | 11 09 | |
| National Drug & Chemical Co., chemicals | 5 74 | |
| Northern Aluminium Co., cryolite | 6 06 | |
| Ontario Lime Association, lime | 2 80 | |
| Ontario Rubber Co., tubing | 28 23 | |
| Sanderson, Pearcy & Co., oils | 2 20 | |
| University Press, stationery and printing | 15 10 | |
| Freight charges | 16 40 | |
| Petty items (4) | 5 25 | |
| Superintendent's Dept., material | 5 30 | |
| Apparatus ($480.30): | | |
| Canadian General Electric Co., coils | 9 60 | |
| Canadian Westinghouse Co., ammeter | 9 64 | |
| Central Electric and S. S. Co., switches | 8 57 | |
| Chapman & Walker, jars | 16 00 | |
| Ehrhardt & Metzger, apparatus | 147 82 | |
| Fletcher Mfg. Co., pots | 4 00 | |
| Hartmann & Braun, apparatus | 44 77 | |
| John W. Oram, canopy | 9 75 | |
| Photography, Dept. of, slides | 6 80 | |
| Siemens Bros. Dynamo Works, apparatus parts | 63 80 | |
| Weston Electrical Instrument Co., repairs to apparatus | 70 48 | |
| Freight charges | 17 23 | |
| Superintendent's Dept., labor, $49.39; material, $22.45 | 71 84 | |
| | | $886 33 |

69. *Electrical Engineering.*

| | |
|---|---|
| **Supplies ($1,798.56):** | |
| Aikenhead Hardware Ltd., hardware | $75 46 |
| Belden Mfg. Co., wire | 146 69 |
| Canadian General Electric Co., electrical supplies | 278 71 |
| Canadian Kodak Co., photographic supplies | 8 00 |
| Central Electric & S. S. Co., electrical supplies | 9 60 |
| Chemical Laboratories, Ltd., chemicals | 23 51 |
| Crown Art Stained Glass Co., glass | 1 00 |
| Cutter Electric & Mfg. Co., supplies | 49 59 |
| Driver-Harris Wire Co., wire | 20 96 |
| Electrical Journal, books | 14 10 |
| Electric Storage Battery Co., jars, etc. | 17 95 |
| Ferranti Ltd., gears | 3 00 |
| Grand & Toy, Ltd., stationery | 5 75 |
| J. A. Goddard, cartage | 4 00 |
| T. H. Hancock, lumber | 52 53 |
| Geo. M. Hendry Co., supplies | 11 65 |
| Ideal Plating Co., plating | 5 86 |
| Albert Kleiser & Co., tools | 5 15 |
| Leeds & Northrup Co., supplies | 9 65 |
| Rice Lewis & Sons, hardware | 8 01 |
| Lyman Bros. & Co., chemicals | 11 68 |
| Macbeth-Evans Glass Co., glass | 8 97 |
| H. Mander & Co., enamelling | 5 25 |
| Jos. Morrison Brass Mfg. Co., supplies | 66 85 |
| Nernst Lamp Co., repairs to lamps | 2 25 |
| Northern Electric Mfg. Co., electrical supplies | 41 13 |
| Photography, Dept. of, prints | 38 45 |
| Purdy, Mansell, Ltd., piping | 9 00 |
| T. G. Rice Wire Mfg. Co., screws | 20 00 |
| Prof. T. R. Rosebrugh, disbursements: Hardware, $51.14; supplies, $28.30; car fares, $10.00; gasoline, paint, etc., $9.58; express and cartage, $9.35; stencil cutting, $4.00; telegrams, $2.68; sundries, $9.95 | 125 00 |
| Robert Simpson Co., cloth | 33 72 |
| W. T. Standish, shears | 39 60 |
| Students' Book Dept., books | 7 00 |
| Trumbull Electric Mfg. Co., supplies | 104 23 |
| University Press, stationery and printing | 303 55 |
| Weston Electrical Instrument Co., ammeter | 16 75 |
| Freight charges | 67 07 |
| Superintendent's Dept., labor, $111.65; material, $52.79 | 164 44 |
| | $1,816 11 |
| Less received from students for damages | 17 55 |
| | $1,798 56 |
| **Apparatus ($999.19):** | |
| Mervin Armstrong, indicator | $15 00 |
| Canadian Westinghouse Co., motor | 148 00 |
| Diehl Mfg. Co., motor | 35 15 |
| Esterline Co., iron barrels | 15 75 |
| Richard Müller-uri, apparatus | 226 01 |
| Schuchardt & Schutte, apparatus | 25 60 |
| Dr. Siebert & Kühn, thermometers | 64 45 |
| Siemens Bros. Dynamo Works, indicators | 12 20 |
| Vandeleur & Nichols, apparatus | 125 00 |
| Ward Leonard Electric Co., rheostat | 12 07 |
| Weston Electrical Instrument Co., repairs to meters | 127 95 |
| Otto Wolff, resistances | 49 77 |
| Freight charges | 34 82 |
| Superintendent's Dept.,labor, $74.00; material, $33.42 | 107 42 |
| **Motor Generator ($1,599.29):** | |
| Canadian General Electric Co., apparatus and cable | 545 35 |
| Canadian Molony Electric Co., transformer | 15 00 |

69. *Electrical Engineering.*—Continued.

| | | |
|---|---|---|
| Canadian Westinghouse Co., rheostat | 19 00 | |
| Cutter Electric & Mfg. Co., motor | 178 06 | |
| Electric Controller & Mfg. Co., motor | 37 65 | |
| J. A. Goddard, cartage | 30 00 | |
| Kilmer, Pullen & Burnham, Ltd., generator | 1,500 00 | |
| Jas. Morrison Brass Mfg. Co., fittings | 15 00 | |
| R. Robertson & Sons, concrete piers | 29 93 | |
| Trumbull Electric Mfg. Co., slate slabs | 97 10 | |
| Weston Electrical Instrument Co., meters | 123 73 | |
| Freight charges | 8 47 | |
| | $2,599 29 | |
| Less charged to Central Heat, Light and Power plant Construction Account *re* switchboard panel provided | 1,000 00 | |
| | $1,599 29 | $4,397 04 |

70. *Mining Engineering.*

| | | |
|---|---|---|
| Supplies ($1,460.02): | | |
| Aikenhead Hardware Ltd., hardware | $212 35 | |
| Baird & Tatlock, Ltd., bottles and supplies | 293 26 | |
| Boeckh Bros. & Co., brushes | 13 37 | |
| Canada Metal Co., lead | 3 03 | |
| Canadian General Electric Co., lamps | 4 76 | |
| Chemical Laboratories, Ltd., chemicals | 28 61 | |
| Collett's Carriage Works, iron frames | 9 00 | |
| Connell Anthracite Mining Co., wood | 4 00 | |
| Denver Fire Clay Co., crucibles | 29 58 | |
| Dome Mines, Ltd., ore | 10 00 | |
| T. Eaton Co., laboratory supplies | 70 44 | |
| Eimer & Amend, chemicals | 58 19 | |
| Eureka Mineral Wool & Asbestos Co., asbestos | 11 49 | |
| Fletcher, Russell & Co., burners, etc. | 91 74 | |
| W. T. Folliott, repairs to wheels | 4 35 | |
| Gowans, Kent & Co., Ltd., jars | 3 52 | |
| Grand & Toy, Ltd., stationery | 42 95 | |
| B. Greening Wire Co., wire mesh | 33 39 | |
| Prof. H. E. T. Haultain, disbursements: Laboratory supplies, $11.82; gasoline, $4.85; express and cartage, $4.55, sundries, $2.32 | 23 54 | |
| J. George Leynor Engine Works, steel | 17 45 | |
| Morgan Crucible Co., crucibles | 53 08 | |
| Office Specialty Mfg. Co., transfer cases | 31 40 | |
| Ontario Rubber Co., tubing | 55 67 | |
| Reid & Brown, grate bars | 6 30 | |
| Elias Rogers Coal Co., coal | 27 00 | |
| Rogers Supply Co., cement | 14 08 | |
| Scientific Materials Co., platinum wire | 13 40 | |
| Scythes & Co., duck bags | 21 20 | |
| Superior Mfg. Co., stamp | 3 05 | |
| Toronto Electric Light Co., repairs to ammeter | 3 23 | |
| United Typewriter Co., repairs to machine | 6 50 | |
| University Press, cards | 8 75 | |
| Vinegar Hill Zinc Co., lead | 14 60 | |
| Wheeler & Bain, pots | 26 75 | |
| John Whitfield Co., tongs and poker | 28 30 | |
| J. E. Wilkinson Co., silver | 3 72 | |
| Freight charges | 129 26 | |
| Petty items (6) | 9 55 | |
| Superintendent's Dept., labor, $19.91; material, $19.25 | 39 16 | |
| Apparatus ($2,442.15): | | |
| Wm. Ainsworth & Son, apparatus parts | 5 76 | |
| Akers, Mason & Bonnington, mercury | 54 75 | |

70. *Mining Engineering.*—Continued.

| | | |
|---|---|---|
| Art Metropole, Ltd., instruments | 16 55 | |
| Baird & Tatlock, Ltd., apparatus | 116 79 | |
| British Aluminium Co., aluminium | 14 63 | |
| George M. Bryan, apparatus | 63 45 | |
| Canadian Explosives, Ltd., battery | 32 00 | |
| Canadian Westinghouse Co., motor | 43 20 | |
| Canadian Furniture Mfrs., chairs | 9 60 | |
| George Cairns, lumber | 99 41 | |
| Cairns & Firth, apparatus | 691 27 | |
| Collett's Carriage Works, iron parts | 19 00 | |
| Denver Fire Clay Co., furnaces and equipment | 154 05 | |
| Dodge Mfg. Co., apparatus parts | 125 47 | |
| Electrical Wiring Fixture & Supply Co., apparatus | 95 00 | |
| R. Gardner & Sons, belting | 10 50 | |
| B. Greening Wire Co., wire parts for apparatus | 30 00 | |
| Jeffrey Mfg. Co., buckets | 56 01 | |
| A. Matthews, Ltd., utensils | 11 40 | |
| Geo. B. Meadows, brass cloth | 12 92 | |
| G. Mills, work on apparatus, 101½ hours at 30c. | 30 45 | |
| Office Specialty Mfg. Co., cabinet | 45 00 | |
| R. Robertson & Sons, building furnace | 71 10 | |
| S. Robertson, work on apparatus | 4 00 | |
| Scientific Materials Co., gear | 4 53 | |
| Standard Meter Co., meter | 18 50 | |
| A. R. Williams Machinery Co., shafting | 32 00 | |
| A. H. Winter-Joyner, Ltd., apparatus | 48 92 | |
| Freight charges | 48 46 | |
| Petty items (2) | 2 35 | |
| Superintendent's Dept., labor, $239.89; material, $235.19 | 475 08 | |
| | | $3,902 17 |

71. *Mechanical Engineering.*

| | | |
|---|---|---|
| Supplies ($595.42): | | |
| Aikenhead Hardware Ltd., hardware | $191 94 | |
| Prof. R. W. Angus, disbursements: | | |
| Gasoline and oil, $5.28; paper, $3.60; belting and tubing, $3.33; advertising, $1.75; sundries, $7.94 | 21 90 | |
| Babcock & Wilcox, Ltd., gauge glasses | 4 20 | |
| Beardmore Belting Co., repairs to belt | 8 00 | |
| Chemical Laboratories, Ltd., chemicals | 8 30 | |
| Eimer & Amend, thermometers | 37 61 | |
| Garlock Packing Co., asbestos | 29 29 | |
| Kent Co., Ltd., gas | 5 78 | |
| Locke Regulator Co., regulators | 40 49 | |
| Lyman Bros. & Co., mercury | 7 60 | |
| Jas Morrison Brass Mfg. Co., fittings | 5 53 | |
| Photography, Dept. of, prints | 7 97 | |
| L. B. Taylor, press and books | 20 75 | |
| University Press, stationery, etc. | 30 30 | |
| Petty items (4) | 5 78 | |
| Superintendent's Dept., labor, $37.50; material, $132.48 | 169 98 | |
| Apparatus ($1,201.89): | | |
| Canadian Böving Co., tachometer | 32 00 | |
| Canadian Fire Engine Co., apparatus | 77 00 | |
| Canadian Westinghouse Co., motor | 70 00 | |
| Canada Foundry Co., fire bricks | 12 00 | |
| Dodge Mfg. Co., pulleys | 46 18 | |
| Geo. H. Hees, Sons & Co., screens | 18 56 | |
| John Inglis Co., apparatus parts | 15 65 | |
| E. Leonard & Son, belt-wheel | 70 00 | |
| Library Bureau of Canada, cabinet and bookcase | 74 00 | |
| Martin Pump & Machine Co., pump | 270 00 | |
| R. Robertson & Sons, brickwork | 18 57 | |
| Schaffer & Budenberg Mfg. Co., indicator | 54 90 | |

71. *Mechanical Engineering.*—Continued.

| | | |
|---|---|---|
| Students' Book Dept., text-books | 25 09 | |
| United Typewriter Co., neostyle | 28 00 | |
| University of Toronto Engineering Society, drawing instruments | 30 49 | |
| John Whitfield Co., apparatus parts | 24 25 | |
| Freight charges | 9 04 | |
| Superintendent's Dept., labor, $232.20; material, $93.96 | 326 16 | |
| | | $1,797 31 |

72. *Applied Mechanics.*

| | | |
|---|---|---|
| **Supplies ($503.21):** | | |
| Aikenhead Hardware Ltd., hardware | $165 48 | |
| Baines & Peckover, iron and steel | 53 37 | |
| Boake Mfg. Co., lumber | 49 35 | |
| Britnell & Co., cement | 20 65 | |
| Canada Steel Foundries, Ltd., springs | 6 30 | |
| Eimer & Amend, cylinders | 13 95 | |
| R. Laidlaw & Co., lumber | 3 30 | |
| Lyman Bros. & Co., chemicals | 2 06 | |
| Prof. J. McGowan, petty disbursements | 8 32 | |
| Photography, Dept. of., prints, etc. | 17 60 | |
| Purdy, Mansell, Ltd., pipe | 2 60 | |
| Tinius Olsen & Co., sieves and mesh cloth | 40 00 | |
| Treloar, Blashford & Co., castings | 5 46 | |
| University Press, stationery, etc. | 43 20 | |
| John Whitfield & Co., castings | 4 25 | |
| Petty items (3) | 4 85 | |
| Freight charges | 12 97 | |
| Superintendent's Dept., labor, $23.63; material, $25.87 | 49 50 | |
| **Apparatus ($930 61):** | | |
| Aikenhead Hardware, Ltd., tools | $25 15 | |
| B. C. Ames Co., gauge | 10 24 | |
| H. C. Berry, gauge | 75 00 | |
| Canadian Show Case Co., instrument case | 19 00 | |
| Dean Bros., apparatus parts | 34 04 | |
| Dodge Mfg. Co., pulleys | 4 14 | |
| Eimer & Amend, apparatus | 27 00 | |
| Fletcher Mfg. Co., utensils | 8 80 | |
| Hamilton Gear & Machine Co., gears | 24 75 | |
| E. Hautecoeur, prints of bridges | 5 84 | |
| Geo. M. Hendry Co., stands | 26 40 | |
| Humbolt Mfg. Co., apparatus | 70 40 | |
| International Instrument Co., apparatus | 90 75 | |
| P. S. King & Son, publications | 4 50 | |
| Macey Office Equipment Co., furniture | 53 00 | |
| Merritt & Co., tank | 52 15 | |
| Nalder Bros. & Co., apparatus | 14 95 | |
| H. W. Petrie Co., trucks | 11 75 | |
| Photography, Dept. of, slides | 8 05 | |
| Polson Iron Works, iron plates for apparatus | 32 51 | |
| Reid & Brown, apparatus parts | 37 60 | |
| T. G. Rice Wire Co., steel mesh | 10 00 | |
| R. Robertson & Sons, concrete base | 4 75 | |
| Students' Book Dept., text-books | 39 75 | |
| University of Toronto Engineering Society, rule | 14 75 | |
| Petty items (6) | 8 97 | |
| Superintendent's Dept., labor, $128.35; material, $88.02 | 216 37 | |
| | | $1,433 82 |

73. *Surveying.*

| | | |
|---|---|---|
| **Supplies ($328.00):** | | |
| Consolidated Optical Co., repairs | $194 89 | |
| Charles & Edwin Layton, repairs | 21 19 | |
| Freight charges | 2 80 | |
| Superintendent's Dept., labor, $65.37; material, $43.75 | 109 12 | |

73. *Surveying.*—Continued.

| | | |
|---|---|---|
| Apparatus ($683.64): | | |
| Robt. N. Ahern, calculator ($390.00, of which $190.00 charged to Physical Chemistry) | 200 00 | |
| J. Carpentier, apparatus | 233 97 | |
| Consolidated Optical Co., level | 75 00 | |
| T. Cooke & Sons, Ltd., apparatus | 21 27 | |
| Keuffel & Esser Co., apparatus | 153 40 | |
| | | $1,011 64 |

74. *Architecture and Drawing.*

| | | |
|---|---|---|
| Architecture: | | |
| Supplies ($488.93): | | |
| Art Metropole, Ltd., paper | $15 08 | |
| T. Eaton Co., stools | 25 50 | |
| Office Specialty Mfg. Co., guides | 4 40 | |
| A. Petersen Estate, frames | 60 00 | |
| Photography, Dept. of, blue prints | 18 02 | |
| J. G. Ramsey & Co., paper | 3 60 | |
| R. Robertson & Sons, cutting doorway | 8 17 | |
| Students' Book Dept., books | 39 65 | |
| F. G. Terry Co., plaster of paris | 3 40 | |
| University Press, stationery, etc. | 70 65 | |
| University of Toronto Engineering Society, electros... | 38 28 | |
| Prof. C. H. C. Wright, for purchase of supplies abroad by A. W. McConnell | 65 00 | |
| Freight charges | 70 | |
| Superintendent's Dept., labor, $77.63; material, $58.85. | 136 48 | |
| Apparatus ($331.43): | | |
| John L. Gilbert, modelling tablets | 36 00 | |
| Geo. M. Hendry Co., mounting prints | 50 48 | |
| Photography, Dept. of, slides' etc. | 63 15 | |
| University of Toronto Engineering Society, modelling clay | 180 30 | |
| Superintendent's Dept., labor, 50c.; material, $1.00 | 1 50 | |
| Night Classes ($870.55): | | |
| Remuneration to Instructors, detailed under Salaries.. | 832 00 | |
| Geo. M. Hendry Co., mounting plates | 38 55 | |
| | $1,690 91 | |
| Drawing: | | |
| Supplies ($316.60): | | |
| Art Metropole, Ltd., paper | $83 24 | |
| Students' Book Dept., books | 4 36 | |
| C. Tarling & Co., maps | 14 70 | |
| F. G. Terry Co., plaster of paris | 3 40 | |
| University Press, stationery, etc. | 84 65 | |
| University of Toronto Engineering Society, supplies.. | 92 65 | |
| Freight charges | 1 70 | |
| Petty items (4) | 5 40 | |
| Superintendent's Dept., labor, $18.01; material, $8.49.. | 26 50 | |
| Apparatus ($95.33): | | |
| Spaulding Print & Paper Co., apparatus | 17 43 | |
| University of Toronto Engineering Society, levelling-rod | 11 90 | |
| Prof. C. H. C. Wright, for purchases abroad by A. W. McConnell | 35 00 | |
| Superintendent's Dept., labor, $17.82; material, $13.18. | 31 00 | |
| Printing instruction sheets ($50.55): | | |
| University Press | 50 55 | |
| | | $2,153 39 |

### 75. *Physics and Photography.*

| | | |
|---|---|---|
| Physics: | | |
| Supplies ($398.50): | | |
| Aikenhead Hardware Ltd., hardware | $1 50 | |
| Central Electric & S. S. Co., cells | 3 80 | |
| Dean Bros., tubing | 39 00 | |
| Philip Harris & Co., lenses | 71 88 | |
| Max Kohl, supplies | 123 47 | |
| Lake Simcoe Ice Co., ice | 2 75 | |
| Lyman Bros. & Co., chemicals | 10 10 | |
| R. E. Walker & Co., cloth | 13 20 | |
| Alex. Wright & Co., gauges | 99 49 | |
| Freight charges | 5 63 | |
| Superintendent's Dept., labor, $21.15; material, $6.53 | 27 68 | |
| Apparatus ($577.09): | | |
| Carl Zeiss | 577 09 | |
| | $975 59 | |
| Photography: | | |
| Supplies ($424.91): | | |
| Prof. G. R. Anderson, petty disbursements | $4 42 | |
| Ansco Co., supplies | 88 69 | |
| Art Metropole, Ltd., supplies | 12 03 | |
| Canada Paper Co., paper | 3 15 | |
| Canadian General Electric Co., fan motor | 11 74 | |
| Central Electric & S. S. Co., lamps | 7 80 | |
| Dean Bros., castings | 2 13 | |
| Eugene Dietzgen Co., photo supplies | 22 35 | |
| T. Eaton Co., screen | 3 25 | |
| Lumiere N. A. C., supplies | 52 30 | |
| Lyman Bros. & Co., carbons | 24 35 | |
| Marion & Co., carbons | 10 73 | |
| J. G. Ramsey & Co., supplies | 7 45 | |
| Sanger, Shepherd & Co., Ltd., chemicals | 224 59 | |
| Societe Anonyme Utocolor, supplies | 9 50 | |
| Topley Co., photo supplies | 45 00 | |
| H. C. Tugwell & Co., paper and supplies | 135 09 | |
| United Photographic Stores, supplies | 87 41 | |
| University Press, stationery, etc. | 6 40 | |
| University of Toronto Engineering Society, paper, etc. | 5 65 | |
| R. E. Walker & Co., cloth | 6 00 | |
| Freight charges | 69 76 | |
| Superintendent's Dept., labor, $52.53; material, $41.75 | 94 28 | |
| | $934 07 | |
| Less credits for work done for various departments. | 509 16 | |
| | $424 91 | |
| Apparatus ($332.71): | | |
| Robt. Ballantyne, camera | $42 56 | |
| T. Eaton Co., cameras | 47 50 | |
| C. P. Goerz, apparatus | 53 12 | |
| Marion & Co., Ltd., camera and equipment | 149 72 | |
| Robt. Simpson Co., Ltd., pedestal | 5 25 | |
| United Photographic Stores, frames and trays | 20 16 | |
| Freight charges | 14 40 | |
| | | $1,733 21 |

### 76. *Metallurgy.*

| | |
|---|---|
| Supplies ($14.71): | |
| Grip Limited, zinc cut | $3 75 |
| Montgomery & Co., emery paper | 2 75 |
| Photography, Dept. of, prints | 2 60 |
| Freight charges | 60 |
| Superintendent's Dept., labor | 5 01 |

76. *Metallurgy.*—Continued.

| | | |
|---|---|---|
| Apparatus ($212.03): | | |
| Diehl Mfg. Co. | 14 50 | |
| Ph. Pellin | 41 93 | |
| Siemens Bros., Dynamo Works | 135 45 | |
| Weston Electrical Instrument Co. | 20 00 | |
| Freight charges | 15 | |
| | | $226 74 |

77. *General Expenses.*

| | | |
|---|---|---|
| Stationery, printing and office supplies ($1,120.68): | | |
| T. Eaton Co., Ltd., supplies | $1 35 | |
| A. T. Laing, petty disbursements | 10 60 | |
| Might Directories, city directory | 15 00 | |
| Monarch Typewriter Co., inspection and repairs | 18 75 | |
| Munson Supply Co., pneumatic keys | 4 00 | |
| Phillips Mfg. Co., mirror | 3 50 | |
| Students' Book Dept., books | 1 20 | |
| United Typewriter Co., inspection | 9 00 | |
| University Press, printing calendar, stationery, etc. | 858 15 | |
| Postage | 185 00 | |
| Superintendent's Dept., labor, $13.38; material, 75c. | 14 13 | |
| Grant to Engineering Society ($150.00): | | |
| University of Toronto Engineering Society | 150 00 | |
| | | $1,270 68 |
| | | $136,187 04 |

V. Faculty of Household Science.

78. *Salaries.*

| | | |
|---|---|---|
| Miss A. L. Laird, Associate Professor, Household Science, 12 mos. to 30th June | $2,200 00 | |
| Miss C. C. Benson, Associate Professor, Physiological Chemistry (also Secretary to Faculty), 12 mos. to 30th June | 2,200 00 | |
| Miss E. M. Eadie, Lecturer, Household Economics (Sessional) | 1,000 00 | |
| Instructors in Household Science (Sessional): | | |
| Miss N. L. Pattinson | 800 00 | |
| Miss H. A. Paul | 700 00 | |
| Miss O. G. Patterson, Instructor in Physiological Chemistry (Sessional) | 700 00 | |
| Laboratory Assistants (Sessional): | | |
| Miss L. L. Ockley | 400 00 | |
| Miss J. McFarlane (paid also in Botany) | 150 00 | |
| | | $8,150 00 |

79. *Household Science Building and Department.*

| | | |
|---|---|---|
| (*a*) Maintenance of Building: | | |
| Gas, city current and occasional fuel ($191.95): | | |
| Consumers' Gas Co., gas | $33 88 | |
| Toronto Electric Light Co., electrical current | 151 50 | |
| Connell Anthracite Mining Co., fuel | 6 57 | |
| Caretaker's Supplies ($18.80): | | |
| Superintendent's Dept., supplies | 18 80 | |
| Caretaker, F. Hanmer, 12 mos. to 30th June | 1,185 00 | |
| | | $1,395 75 |
| (*b*) Maintenance of Department: | | |
| Laboratory Supplies, Provisions, etc. ($696.25): | | |
| Wm. Davies Co., Ltd., provisions | $74 29 | |
| Harris Abattoir Co., eggs | 17 75 | |
| John Hillock & Co., lumber | 21 25 | |

79. *Household Science Building and Department.*—Continued.

| | | |
|---|---|---|
| Lever Bros., Ltd., soap | 20 75 | |
| Alex. Provan, provisions | 399 52 | |
| F. Simpson & Sons, groceries | 13 40 | |
| Toronto Silver Plate Co., metal pieces | 9 00 | |
| Miss A. L. Laird, cash purchases | 140 29 | |
| House Service and Wages ($642.75): | | |
| Pay Lists, wages of servants | 642 75 | |
| Stationery and Printing ($179.50): | | |
| The Bursar, postage supplied | 54 00 | |
| University Press, calendar, stationery, etc. | 125 50 | |
| Laboratory Attendance—Food Chemistry ($36.15): | | |
| Miss C. C. Benson, disbursed for service | 36 15 | |
| | | $1,554 65 |
| | | $11,100 40 |

## VI. Faculty of Education.

80. *Salaries.*

| | | |
|---|---|---|
| W. Pakenham, Professor (also Dean of Faculty), 12 mos. to 30th June | $3,600 00 | |
| H. T. J. Coleman, Associate Professor, 12 mos. to 30th June | 2,900 00 | |
| H. J. Crawford, Associate Professor and Head Master of University Schools, 12 mos. to 30th June | 3,000 00 | |
| Chief Instructors in University Schools and Lecturers in Methods in Faculty of Education: | | |
| G. A. Cornish, Science, 12 mos. to 30th June | 2,100 00 | |
| J. T. Crawford, Mathematics, 12 mos. to 30th June | 2,000 00 | |
| W. C. Ferguson, French and German, 12 mos. to 30th June | 1,900 00 | |
| W. E. Macpherson, History, 12 mos. to 30th June | 1,900 00 | |
| O. J. Stevenson, English and History, 12 mos. to 30th June | 1,900 00 | |
| G. D. Robertson, Art and Commercial Work, 1st July to 31st January at $1,700 (resigned) | 991 66 | |
| F. E. Coombs, Elementary Subjects, 12 mos. to 30th June | 1,500 00 | |
| Assistant Instructors in University Schools: | | |
| T. M. Porter, 12 mos. to 30th June | 1,800 00 | |
| H. A. Grainger, 12 mos. to 30th June | 1,800 00 | |
| J. A. Irwin, 12 mos. to 30th June | 1,700 00 | |
| J. O. Carlisle, 12 mos. to 30th June | 1,600 00 | |
| J. G. Workman, 12 mos. to 30th June | 1,600 00 | |
| W. J. Dunlop, 12 mos. to 30th June | 1,500 00 | |
| A. N. Scarrow, also Instructor in Faculty of Education, 12 mos. to 30th June | 1,400 00 | |
| G. N. Bramfitt, also Instructor in Faculty of Education, 12 mos. to 30th June | 1,300 00 | |
| J. W. Cohoon (Sessional) | 1,500 00 | |
| H. V. Pickering (Sessional) | 1,200 00 | |
| Miss I. Sutherland, Instructor in Household Science (Sessional) | 100 00 | |
| L. E. Embree, Supervisor of Observation and Practice-teaching in High Schools (Sessional) | 100 00 | |
| W. E. Groves, Supervisor of Observation and Practice-teaching in Public Schools (Sessional) | 100 00 | |
| Supply Teachers: | | |
| C. W. Jefferys, 65 lectures at $6, $390 (paid also in Applied Science); E. E. Cavell, 12 weeks at $10, $120; D. C. Grassick, 12 weeks at $10, $120 | 630 00 | |
| Miss E. Watkins, Stenographer in Dean's Office, 12 mos. to 30th June | 600 00 | |
| | | $38,721 66 |

81. *Education Building and Department.*

| | | |
|---|---|---|
| (*a*) Maintenance of Building: | | |
| Fuel ($1,213.50): | | |
| Connell Anthracite Mining Co. | $231 76 | |
| I. H. Crosby | 48 80 | |
| Milnes Coal Co. | 932 94 | |

81. *Education Building and Department.*—Continued.

| | | |
|---|---|---|
| Light ($925.72): | | |
| Consumers' Gas Co., gas | 6 86 | |
| Toronto Electric Light Co., electrical current | 940 36 | |
| | $947 22 | |
| Less paid by Societies, etc. | 21 50 | |
| | $925 72 | |
| Water ($336.83): | | |
| City Treasurer, water | $336 83 | |
| Engineer's Supplies ($28.20): | | |
| Superintendent's Department, supplies | 28 20 | |
| Caretaker's Supplies ($229.05): | | |
| Superintendent's Department, supplies | 229 05 | |
| Cleaning ($1,216.26): | | |
| Allen Mfg. Co., washing towels | 5 66 | |
| Pay Lists, wages of cleaners | 1,223 60 | |
| | $1,229 26 | |
| Less paid by Societies, etc. | 13 00 | |
| | $1,216 26 | |
| Repairs and Renewals ($733.72): | | |
| Adams Furniture Co., chairs | $12 50 | |
| Elevator Specialty Co., repairs to elevator | 52 15 | |
| R. Robertson & Sons, repairs to drain | 27 45 | |
| Routery Bros., plastering | 4 10 | |
| Superintendent's Dept., labor, $314.97; material, $336.65 | 651 62 | |
| | $747 82 | |
| Less sundry credits | 14 10 | |
| | $733 72 | |
| Engineer and Caretaker, S. Hunter, 12 mos. to 30th June | $1,200 00 | |
| Firemen: | | |
| R. Bullock, 7¾ mos., at $50. per month $388 00 | | |
| D. Cairncross, 5 days 12 00 | | |
| | 400 00 | |
| Night watchman, also night fireman: | | |
| G. Hagan, 12 mos. to 30th June | 750 00 | |
| Messenger Service: | | |
| Boys at $4.00 to $4.50 per week: | | |
| E. W. Moore, 3 weeks to 21st July | 13 86 | |
| H. Hargrave, 3 days | 2 00 | |
| A. Scott, 40½ weeks to 30th June | 175 16 | |
| | | $7,224 30 |
| (*b*) Maintenance of Department: | | |
| Payment to the City for use of Schools ($3,000.00): | | |
| The Board of Education, City of Toronto | $3,000 00 | |
| Clerical Assistance ($260.00): | | |
| Miss Jean Ward, 52 weeks at $5 | 260 00 | |
| Office Expenses, printing, postage and supplies ($860.43): | | |
| The Bursar, postage supplied | 115 00 | |
| Brown Bros., blank books | 15 00 | |
| Canadian Office and School Furniture Co., office furniture | 136 00 | |
| H. J. Crawford, disbursements *re* securing supply teachers | 20 40 | |
| T. Eaton Co., Ltd., supplies | 4 50 | |
| Lester Storage Co., cartage | 3 00 | |
| Mackenzie & Co., framing | 12 00 | |
| Might Directory Co., city directory | 7 50 | |
| Office Specialty Mfg. Co., office furniture, etc. | 32 02 | |
| Prof. W. Pakenham, disbursements: telephone messages, $6.25; car fares and postage, $4.75; sundries, $8.96 | 19 96 | |
| Students' Book Department, stationery | 6 70 | |

81. *Education Building and Department.*—Continued.

| | | |
|---|---|---|
| University Press, calendar printing and stationery... | 451 70 | |
| United Typewriter Co., inspection, $14.25; supplies, $9.50 | 23 75 | |
| Superintendent's Department, labor, $1.82; material, $3.08 . . . | 4 90 | |
| Advertising *re* opening of Schools, sundry newspapers | 8 00 | |
| General Supplies and Apparatus for class room use, athletics, etc. ($1,960.98): | | |
| Aikenhead Hardware, Ltd., hardware | 36 19 | |
| Brigdens, Ltd., engraving certificates | 325 00 | |
| Chemical Laboratories, Ltd., chemicals | 7 05 | |
| T. Eaton Co., Ltd., tools, $25.92; supplies, $8.29 | 34 21 | |
| A. H. Goetting, music | 24 85 | |
| Gourlay, Winter & Leeming, piano hire | 21 55 | |
| G. M. Hendry Co., Ltd., alterations to desks, etc., $211.60; class room supplies, $47.25 | 258 85 | |
| Lyman Bros. & Co., chemicals | 60 43 | |
| Misch & Co., prints | 10 12 | |
| Newton & Co., slides | 41 26 | |
| Presbyterian Publications, Ltd., hymn books | 9 20 | |
| J. G. Ramsey & Co., photo supplies | 19 85 | |
| Russill Hardware Co., soldering outfit | 5 40 | |
| Stock & Bickle, medals and shields for physical training | 98 60 | |
| Students' Book Department, text books | 394 31 | |
| United Photographic Stores, photo supplies | 15 64 | |
| University Press, paper, ink and supplies | 311 08 | |
| Whaley, Royce & Co., music | 6 00 | |
| Harold A. Wilson Co., athletic appliances | 50 18 | |
| Freight charges | 3 51 | |
| Petty items (5) | 9 25 | |
| Superintendent's Department, labor, $170.38; material, $48.07 | 218 45 | |
| | | $6,081 41 |
| | | $52,027 37 |

## VII. Faculty of Forestry.

82. *Salaries.*

| | | |
|---|---|---|
| B. E. Fernow, Professor (also Dean of the Faculty), 12 mos. to 30th June | $4,000 00 | |
| Lecturers (Sessional): | | |
| A. H. D. Ross | 1,700 00 | |
| C. D. Howe, $2,000, of which $1,000, charged to Botany... | 1,000 00 | |
| J. H. White, $1,500, of which $250 charged to Botany..... | 1,250 00 | |
| | | $7,950 00 |

83. *Forestry Building and Department.*

| | | |
|---|---|---|
| (*a*) Maintenance of Building: | | |
| Fuel ($349.98): | | |
| Connell Anthracite Mining Company | $349 98 | |
| Light ($258.74): | | |
| Consumers' Gas Company, gas | 32 34 | |
| Toronto Electric Light Co., electrical current | 234 40 | |
| | $266 74 | |
| Less paid by Societies, etc. | 8 00 | |
| | $258 74 | |
| Water ($28.63): | | |
| City Treasurer, water | $28 63 | |
| Caretaker's Supplies ($65.82): | | |
| Superintendent's Department, supplies | 65 82 | |

83. *Forestry Building and Department.*—Continued.

| | | |
|---|---|---|
| Cleaning ($260.09): | | |
| Allen Mfg. Co., washing towels | 4 52 | |
| Pay Lists, wages of cleaners | 255 57 | |
| Repairs and Renewals ($402.92): | | |
| Adams Furniture Co., chairs | 7 50 | |
| R. Robertson & Sons, repairs to masonry | 19 55 | |
| Superintendent's Department, labor, $254.52; material, $121.35 | 375 87 | |
| Caretaker: | | |
| J. Clark, 6 mos. to 31st December, 1911 | 350 00 | |
| W. T. Poole, 6 mos. to 30th June, 1912 | 325 00 | |
| | | $2,041 18 |
| (*b*) Maintenance of Department: | | |
| Clerical Assistance ($415.00): | | |
| Miss E. W. Mills, 41½ weeks | $415 00 | |
| Apparatus ($263.73): | | |
| E. Dietzgen, sections | 7 00 | |
| Prof. B. E. Fernow, petty disbursements | 2 26 | |
| Franklin Caliper Co., caliper | 6 50 | |
| Photography, Department of, slides | 26 60 | |
| The Topley Co., jars | 7 50 | |
| J. W. Tourney, transplanting board | 5 03 | |
| Vereinigte Fabriken, jars | 96 94 | |
| Freight charges | 14 05 | |
| Superintendent's Department, labor, $74.93; material, $22.92 | 97 85 | |
| Office Expenses, Printing and Postage ($154.62): | | |
| The Bursar, postage supplied | 47 50 | |
| Library Bureau of Canada, transfer cases | 7 00 | |
| University Press, printing and stationery | 91 12 | |
| United Typewriter Co., inspection of machine | 9 00 | |
| Fittings and Contingencies ($180.66): | | |
| Prof. B. E. Fernow, disbursements: Express and postage, etc., $13.71; films, etc., $8.50; fares, $5.50; books, $4.00; specimens, $3.65; sundries, $8.92 | 44 28 | |
| J. W. Geddes, framing maps | 31 75 | |
| Might Directories, Ltd., clippings | 6 10 | |
| Taylor & Co., staining cupboards | 5 75 | |
| The Topley Co., chemicals | 3 80 | |
| W. Lloyd Wood, chemicals | 9 00 | |
| Freight charges | 7 22 | |
| Superintendent's Department, labor, $53.33; material, $19.43 | 72 76 | |
| Reserve for Summer Work, Travel and Special Lectures ($326.15): | | |
| Prof. B. E. Fernow, disbursements, travelling and other expenses of summer camps | 46 50 | |
| St. John Ambulance Association, lectures on first aid | 19 30 | |
| Dr. Hermann von Schrenk, course of lectures on Forest Pathology | 260 35 | |
| | | $1,340 16 |
| | | $11,331 34 |

## VIII. Residences and Dining Hall.

84. *Men's Residences.*

| | |
|---|---|
| Gas, city current and occasional fuel ($316.45): | |
| Consumers' Gas Co., gas | $0 28 |
| Toronto Electric Light Co., electrical current | 55 00 |
| Connell Anthracite Mining Co., fuel for 85 St. George Street | 261 17 |
| Water ($226.35): | |
| City Treasurer, water | 226 35 |
| Caretaker's Supplies ($389.76): | |
| Superintendent's Dept., supplies | 389 76 |

84. *Men's Residences.*—Continued.

| | | |
|---|---|---|
| Cleaning and House Service ($3,615.67): | | |
| Allen Mfg. Co., laundry | 288 29 | |
| Canadian Window Cleaning Co., cleaning windows | 7 00 | |
| Petty items | 85 | |
| Pay Lists, wages of cleaners | 3,319 53 | |
| Repairs and Renewals ($1,207.61): | | |
| Canada Furniture Mfrs., Ltd., chairs | 44 46 | |
| Common Sense Mfg. Co., exterminating rats | 5 00 | |
| Petty items (4) | 2 85 | |
| Superintendent's Dept., labor, $639.37; material, $563.63 | 1,203 00 | |
| | $1,255 31 | |
| Less sundry credits | 47 70 | |
| | $1,207 61 | |
| | | $5,755 84 |

85. *Women's Residences.*

| | | |
|---|---|---|
| Fuel ($1,042.15): | | |
| Connell Anthracite Mining Co., fuel | $1,042 15 | |
| Light ($465.69): | | |
| Consumers' Gas Co., gas | 150 78 | |
| Toronto Electric Light Co., electrical current | 314 91 | |
| Water ($81.77): | | |
| City Treasurer water | 81 77 | |
| Caretaker's Supplies ($70.46): | | |
| Superintendent's Dept., supplies | 70 46 | |
| Cleaning and House Service ($2,383.19): | | |
| Allen Mfg. Co., laundry | 188 93 | |
| Baillie's Laundry, laundry | 10 82 | |
| New Method Laundry Co., laundry | 1 22 | |
| Canadian Window Cleaning Co., cleaning windows | 8 80 | |
| Pay Lists, wages of servants, maids, etc. | 2,164 42 | |
| Buckingham and Boyle, securing servants | 9 00 | |
| Repairs and Renewals ($720.41): | | |
| Adams Furniture Co., chairs | 5.16 | |
| Wm. Bartlett & Sons, blinds | 5 50 | |
| Canada Glass Mantels and Tiles, Ltd., repairs to tiles | 5 50 | |
| John Catto & Son, bed linen | 81 80 | |
| Gurney Oxford Stove Co., stove | 26 00 | |
| Murray-Kay, Ltd., carpet and furnishing | 123 86 | |
| R. Robertson & Sons, repairs to masonry | 24 20 | |
| Routery Bros., plastering | 54 50 | |
| John Wanless & Co., repairs to clock | 3 50 | |
| Superintendent's Dept., labor, $215.14; material, $175.25 | 390 39 | |
| Provisions and Housekeeping Expenses (5,632.40): | | |
| Acme Dairy Co., milk | 379 24 | |
| Brown Bros., meat | 1,675 88 | |
| Mrs. M. H. Campbell, cash purchases | 153 17 | |
| Canada Bread Co.,, bread | 295 48 | |
| John Catto & Son, linen, etc. | 35 03 | |
| Club Coffee Co., coffee | 71 40 | |
| Geo. Coles, Ltd., cake, etc. | 163 52 | |
| H. Endean, flowers | 11 65 | |
| Fox Provision Co., provisions | 131 45 | |
| Gourlay, Winter & Leeming, piano hire | 65 00 | |
| Gowans, Kent & Co., Ltd., dishes | 63 91 | |
| Knickerbocker Ice Co., ice | 106 60 | |
| J. A. McLean Produce Co., butter and eggs | 764 12 | |
| Miller & Son, flowers | 7 30 | |
| Murray-Kay, Ltd., caps and bows | 5 70 | |
| Northern Aluminum Co., utensils | 19 55 | |
| Ontario Fish Co., fish | 69 28 | |
| H. R. Reynolds, milk | 73 16 | |
| Singer Sewing Machine Co., sewing machine | 35 00 | |
| Geo. Sparrow & Co., utensils | 7 00 | |

85. *Women's Residences.*—Continued.

| | | |
|---|---|---|
| Swan Bros., groceries | 1,027 72 | |
| Chas. Topping, vegetables | 326 40 | |
| Toronto Silver Plate Co., cutlery | 118 99 | |
| University Press, printing | 21 10 | |
| Petty items (4) | 4 75 | |
| Superintendent, Mrs. M. H. Campbell, 12 mos. to 30th June | 1,100 00 | |
| | | $11,496 07 |

86. *Dining Hall.*

| | | |
|---|---|---|
| Fuel ($209.50): | | |
| Connell Anthracite Mining Co. | $209 50 | |
| Light ($11.34): | | |
| Consumers' Gas Co., gas | 11 34 | |
| Cleaning and House Service ($5,906 29): | | |
| Allen Mfg. Co., laundry | 605 17 | |
| Pay lists, wages of waiters and other servants | 5,301 12 | |
| Food Supplies ($20,309 94): | | |
| Belle Ewart Ice Co., ice | 91 01 | |
| Canada Bread Co., bread | 1,337 92 | |
| M. Doyle Fish Co., fish | 720 48 | |
| H. P. Eckardt & Co., groceries | 1,035 77 | |
| Farmers' Dairy Co., milk | 2,824 41 | |
| Fruitgrowers' Exchange, fruit | 64 58 | |
| Harris Abattoir Co., Ltd., meat | 10,176 17 | |
| R. B. Hayhoe & Co., groceries | 39 13 | |
| J. A. Johnson, fruit | 26 25 | |
| P. C. Larkin & Co., tea | 3 00 | |
| J. R. Magee, potatoes | 26 45 | |
| Geo. W. Manley, meat | 65 48 | |
| Maple Leaf Milling Co., flour | 170 75 | |
| Medland Bros., groceries | 1,086 29 | |
| National Land, Fruit & Packing Co., fruit | 60 50 | |
| J. W. Orr, poultry | 17 50 | |
| Rutherford, Marshall & Co., provisions | 40 90 | |
| H. Ruthven & Co., cakes, etc. | 4 40 | |
| Ryley & Sons, eggs | 177 00 | |
| Miss V. M. Ryley, cash purchases of provisions | 19 25 | |
| F. Simpson & Sons, groceries | 96 18 | |
| Jas. Sproul, vegetables | 1,242 65 | |
| Todhunter, Mitchell & Co., coffee | 76 17 | |
| Chas. Topping, vegetables | 9 65 | |
| Warren, Bros. & Co., groceries | 105 50 | |
| Geo. Weston, bread | 55 30 | |
| Wheat Nut Cereal Co., cereal | 4 76 | |
| White & Co., fish, etc. | 724 18 | |
| Petty items (4) | 8 31 | |
| Dishes, Utensils and Sundry Expenses ($2,075.76): | | |
| British & Continental Agencies, Ltd., pot | 4 00 | |
| Canadian Fairbanks, Ltd., scales | 10 25 | |
| John Catto & Son, table linen | 12 25 | |
| College China Hall, dishes | 53 76 | |
| T. Eaton Co., Ltd., towelling, etc., $49.29; utensils, $22.52; sewing machine, $21.45 | 93 26 | |
| Fletcher Mfg. Co., utensils | 29 35 | |
| Gowans, Kent Co., dishes | 296 67 | |
| Gurney Foundry Co., utensils | 160 08 | |
| Inglis & Co., napkins | 367 48 | |
| Miller Mfg. Co., coats and aprons | 66 00 | |
| Miller & Son, flowers | 33 63 | |
| Miss V. M. Ryley, disbursements: postage and express, $23.48; dry goods, $12.52; utensils, $12.43; advertising, $5.15; rent for machine, $3.75; sundries, $23.42 | 80 75 | |
| Robt. Simpson Co., Ltd., towelling | 35 67 | |
| Sovereign Varnishes and Oils, Ltd., soap | 31 99 | |
| Geo. Sparrow & Co., utensils, etc. | 152 02 | |

86. *Dining Hall.*—Continued.

| | | |
|---|---|---|
| Toronto Silver Plate Co., cutlery | 131 70 | |
| University Press, printing meal tickets, etc | 76 00 | |
| Vokes Hardware Co., scale beam | 5 55 | |
| W. Younger, baskets | 14 00 | |
| Freight charges | 3 33 | |
| Petty items (3) | 4 98 | |
| Superintendent's Dept., labor, $204.29; material, $208.75 | 413 04 | |
| Furnishing Rooms ($375.88): | | |
| Anchor Mfg. Co., furniture | 20 25 | |
| John Brown, blankets | 17 32 | |
| Canada Furniture Mfrs.' Co., furniture | 205 01 | |
| John Catto & Son., casings | 13 40 | |
| T. Eaton Co., curtains | 3 50 | |
| Murray-Kay, Ltd., rugs, etc. | 77 92 | |
| Standard Bedding Co., mattresses | 25 60 | |
| Freight charges | 2 38 | |
| Superintendent's Dept., material | 10 50 | |
| Superintendent, Miss V. M. Ryley, 12 mos. to 30th June | 1,000 00 | |
| | | 29,888 71 |
| | | $47,140 62 |

IX. (87) Central Light, Heat and Power Plant.

| | | |
|---|---|---|
| Fuel ($36,009.08): | | |
| Connell Anthracite Mining Co. | $7,712 46 | |
| W. H. Cox Coal Co. | 3,961 27 | |
| I. H. Crosby | 309 00 | |
| Milnes Coal Co. | 23,645 67 | |
| Britnell & Co., Ltd., teaming | 324 26 | |
| L. K. Comstock & Co., teaming | 2 42 | |
| C. P. Railway Co., storage charges | 52 00 | |
| G. T. Railway Co., storage charges | 2 00 | |
| Water ($549.26): | | |
| City Treasurer, water | 549 26 | |
| Engineer's Supplies ($1,265.94): | | |
| Aikenhead Hardware, Ltd., tools, etc. | 8 03 | |
| Collett's Carriage Works, scrapers | 8 75 | |
| G. M. Hendry Co., rule | 75 | |
| Scientific Boiler Compound Co., boiler compound | 26 00 | |
| Union Iron Works, dump cars | 131 00 | |
| Freight charges and duty | 52 06 | |
| Superintendent's Dept., supplies | 1,039 35 | |
| Repairs and Renewals ($1,208.85): | | |
| City Treasurer, elevator license | 2 00 | |
| Collett's Carriage Works, blacksmithing | 29 25 | |
| John Inglis Co., repairs to generator | 11 40 | |
| Geo. B. Meadows Co., Ltd., lockers | 68 40 | |
| Purdy Mansell, Ltd., valve | 2 35 | |
| R. Robertson & Sons, masonry | 15 73 | |
| Superintendent's Dept., labor, $673.42; material, $406.80 | 1,080 22 | |
| | $1,209 35 | |
| Less sundry credits | 50 | |
| | $1,208 85 | |
| Engineer, W. Corrigan, 12 mos. to 30th June, $1,200; bonus for extra services, $100 | 1,300 00 | |
| Assistant Engineers, at $800 per annum ($1,851.67): | | |
| C. Moseley, 9¼ mos. | 616 56 | |
| A. E. Davies, 9 mos. 2 days | 603 91 | |
| J. Pollock, 7 mos. 8½ days | 485 49 | |
| T. Stewart, 51 days | 91 09 | |
| Jas. Nichols, 25 days | 54 62 | |
| Firemen, etc. ($6,183.92): | | |
| Superintendent's Dept., firemen, $5,383.92; removal of ashes, $800.00 | 6,183 92 | |
| | | $48,368 72 |

X. (88) Contingencies.

| | | | |
|---|---|---|---|
| Estate of George Gooderham: | | | |
| Interest on mortgage assumed on purchase of School Sites for Faculty of Education: | | | |
| 6 mos. at 4½% on $27,600.00 | $621 00 | | |
| 6 mos. at 4½% on $25,700.00 | 578 25 | | |
| | | 1,199 25 | |
| City Treasurer, local improvement taxes for 1911 | | | |
| on 11 Queen's Park | $20 83 | | |
| 85 St. George St. | 12 47 | | |
| School Sites | 34 40 | | |
| | | 67 70 | |
| E. W. Morgan & Co., Assyrian tablets | | 734 55 | |
| Bromsgrove Guild of Applied Arts, stone tablet for Memorial Tower at Halifax | | 100 00 | |
| Expenses of attendance at Mawson Lectures on Town Planning | | 42 00 | |
| Display at Canadian National Exhibition, sundry disbursements | | 6 75 | |
| | | | $2,150 25 |

XI. (89) Capital Account Charges.

| | | |
|---|---|---|
| Accountant Supreme Court of Judicature, third annual payment on debenture issue of 1909 | $25,260 00 | |
| Toronto General Hospital, first annual payment on debenture issue of 1st January, 1911, *re* Pathological Building | 6,568 00 | |
| Toronto General Hospital, first annual payment on debenture issue of 1st January, 1911, re grant to Toronto General Hospital | 15,157 00 | |
| Repayment to Endowment on account of advance for construction of Central Power House, tunnels and equipment, 6 mos. from 1st January, 1912 | 7,146 57 | |
| | | $54,131 57 |
| | | $875,849 26 |

# APPENDIX IV.

## University Press.

Transactions for year ending 30th June, 1912.

| | | | |
|---|---|---|---|
| Receipts during 1911-12 | | $30,844 94 | |
| Work completed but not paid for, 30th June, 1912 | | 2,169 98 | |
| | | | $33,014 92 |

*Contra.*

| | | | |
|---|---|---|---|
| Salaries of Manager and Bookkeeper | | 1,675 00 | |
| Wages of printers, binders, etc. | | 16,520 84 | |
| Paper and other supplies | | 11,826 40 | |
| Part cost of alterations to building for accommodation of the Press | | 599 53 | |
| | | $30,621 77 | |
| Value of supplies bought in advance and on hand, 30th June, 1912 | $1,304 50 | | |
| and work in progress | 571 00 | | |
| | 1,875 50 | | |
| Less liabilities | 687 00 | | |
| | | 1,188 50 | |
| | | | $29,433 27 |
| Surplus on operations, 1911-12 | | | $3,581 65 |
| Purchases in advance (net) as above | | | 1,188 50 |
| Carried to Plant Account | | | $2,393 15 |

*Plant Account.*

| | | |
|---|---|---|
| Amount of account, 30th June, 1911 | 8,648 97 | |
| Additions to type and equipment during 1911-12 | 1,299 41 | |
| | 9,948 38 | |
| Transferred from Operating Account | 2,393 15 | |
| Ledger balance, 30th June, 1912 | | $7,555 23 |

*Details of Expenditure, Operating Account.*

| | | |
|---|---|---|
| R. J. Hamilton, Manager, 12 mos. salary | $1,000 00 | |
| E. A. Hughes, Bookkeeper, 9 mos. salary | 675 00 | |
| Pay lists, wages of employees | 16,520 84 | |
| | | $18,195 84 |
| Alexander & Cable Lithographing Co., engraving, etc. | 22 50 | |
| The Arbor, advertising | 15 00 | |
| Art Metropole, paper | 87 59 | |
| Barber & Ellis, Ltd., paper | 545 29 | |
| Berry & Roberts, Ltd., leather | 49 18 | |
| W. A. Blachford, ruling, etc. | 229 10 | |
| J. Brotherton, ribbon | 5 60 | |
| Brown Bros., Ltd., paper, etc. | 3,951 12 | |
| Buntin-Reid Co., paper, etc. | 455 40 | |
| Charles Bush, ink | 8 00 | |
| Business Systems, Ltd., paper, etc. | 49 08 | |
| Canada Paper Co., paper | 160 63 | |
| Canada Printing Ink Co., ink | 103 87 | |
| E. Carroll, grinding knives | 14 00 | |
| Copp Clark Co., books, paper and binding | 785 15 | |
| Dominion Paper Box Co., tubes | 10 00 | |
| Douglas & Ratcliffe, paper | 20 29 | |

*Operating Account.*—Continued.

| | | | |
|---|---|---|---|
| W. J. Gage & Co., paper | | 72 94 | |
| Gloy Adhesives, Ltd., paste | | 13 00 | |
| Grip, Ltd., cuts | | 190 35 | |
| Grand & Toy, Ltd., blank books, stationery, etc. | | 131 74 | |
| J. F. Hartz Co., pill boxes | | 6 60 | |
| R. J. Hamilton, disbursements: express freight and duty, $165.62; postage, $63.03; cleaning, $46.45; car fares, $26.58; ribbon, $24.60; sundries, $12.47 | | 338 75 | |
| Geo. M. Hendry Co., mounting maps | | 9 35 | |
| Hodge-Sherriff Paper Co., paper | | 47 52 | |
| Hoyt Metal Co., metal | | 199 77 | |
| W. S. Johnstone & Co., printing | | 10 25 | |
| Lanstone Monotype Co., supplies | | 214 90 | |
| Littlejohn & Vaughan, electros | | 27 25 | |
| Macrae & Macrae, delivering | | 13 28 | |
| Manton Bros., ink and roller | | 53 20 | |
| McFarlane, Sons & Hodgson, paper | | 59 22 | |
| J. Meredith Jones & Sons, Ltd., paper | | 62 41 | |
| Miller & Richard, moving presses | | 31 79 | |
| Monarch Typewriter Co., carbon | | 14 00 | |
| John Muir & Son, leather | | 46 80 | |
| National Typewriter Co., typewriter supplies | | 21 10 | |
| Printers' Specialties, Ltd., ledger leaves | | 21 05 | |
| Queen City Oil Co., oil | | 13 82 | |
| Edward & James Richardson, leather | | 255 25 | |
| St. Lawrence Paper Mills Co., paper | | 1,228 94 | |
| Sinclair & Valentine Co., ink | | 7 70 | |
| J. C. Skene, embossing | | 184 03 | |
| S. S. Stafford Inc., ink | | 10 45 | |
| Southam, Ltd., printing | | 62 53 | |
| Standard Embossing Co., embossing | | 90 00 | |
| Students' Book Department, stationery, etc. | | 131 71 | |
| Telfer Mfg. Co., boxes | | 277 42 | |
| F. S. Thomas & Co., stamping and folding | | 104 20 | |
| Toronto Delivery & Cartage Co., cartage | | 49 60 | |
| United Typewriter Co., paper | | 181 02 | |
| University Y. M. C. A., advertising | | 15 00 | |
| The Varsity, advertising | | 22 50 | |
| J. A. Weir, paper | | 212 02 | |
| West & Butler, binding | | 118 76 | |
| Whaley Royce & Co., music plates | | 23 00 | |
| J. E. Wilkinson Co., gold leaf | | 28 50 | |
| Wilson Munroe Co., padding composition | | 197 38 | |
| Winterbottom Book Cloth Co., bookbinders' cloth | | 196 91 | |
| Freight charges, $6.80; postage, $160.00 | | 166 80 | |
| Petty items (20) | | 51 70 | |
| Superintendent's Dept., labor | $44 92 | | |
| material | 55 17 | | |
| | | 100 09 | |
| | | | $11,826 40 |
| | | | $30,022 24 |

*Details of Expenditure, Plant Account.*

| | | |
|---|---|---|
| Anglo-Canadian Type & Machine Co., type | $22 95 | |
| Brown Bros., brass rolls | 22 00 | |
| Hoyt Metal Co., metal | 79 06 | |
| Lanston Monotype Machine Co., keyboard | 683 10 | |
| Collector of Customs, duty on above | 130 00 | |
| Miller & Richard, type, etc. | 359 80 | |
| Patterson & Heward, plate | 1 50 | |
| Toronto Type Foundry Co., pad | 1 00 | |
| | | $1,299 41 |

## APPENDIX V.

SUPERINTENDENT'S STORES AND SUNDRY LABOR ACCOUNT.

| | | |
|---|---|---|
| Supplies on hand 30th June, 1911 | | $1,121 44 |
| Purchases during year: | | |
| Adams Furniture Co., stools | $7 40 | |
| Aikenhead Hardware, Ltd., hardware | 544 96 | |
| Alberene Stone Co., table top, etc. | 28 10 | |
| Antiseptol Liquid Soap Co., soap | 36 75 | |
| Art Metropole, Ltd., chalk, etc. | 16 35 | |
| Wm. Bedley, gas iron | 12 00 | |
| Wm. Blaikie, castings | 152 20 | |
| Boeckh Bros. Co., Ltd., brushes | 356 03 | |
| W. R. Brock Co., cloth | 124 96 | |
| W. Calder & Son, bolts | 30 00 | |
| Cameron & Campbell, lumber | 348 07 | |
| Canada Foundry Co., supplies | 21 00 | |
| Canada Glass, Mantels & Tiles, Ltd., hardware | 489 22 | |
| Canada Hardware Co., hardware | 626 67 | |
| Canada Power Regulator Co., regulators | 258 25 | |
| Canadian H. W. Johns-Manville Co., asbestos | 482 93 | |
| Canadian Oil Co., oil | 255 65 | |
| Philip Carey Co., roofing | 245 96 | |
| John Catto & Sons, towels, etc. | 85 80 | |
| Central Electric & S. S. Co., electrical supplies | 3,911 38 | |
| Chapman & Walker, cable | 494 50 | |
| L. K. Comstock Co., cement and gravel | 26 30 | |
| Wm. Coulter & Sons, fire extinguishers | 68 00 | |
| Dean Bros., castings | 18 54 | |
| Henry Disston & Sons, Ltd., tools | 27 80 | |
| Dominion Electric Co., lamps | 27 50 | |
| Dominion Illuminating Co., lamps | 119 75 | |
| Dominion Radiator Co., steamfitters' supplies | 1,382 37 | |
| Dunlop Tire & Rubber Goods Co., supplies | 33 25 | |
| Eagle Lock Co., locks | 631 57 | |
| T. Eaton Co., supplies | 55 34 | |
| H. P. Eckardt Co., cleaning materials | 279 92 | |
| Eco Magneto Clock Co., dials | 65 00 | |
| E. B. Eddy Co., toilet paper | 233 00 | |
| J. H. Edmunds & Co., fixtures | 98 35 | |
| Electric Storage Battery Co., supplies | 28 66 | |
| P. W. Ellis & Co., dials | 37 50 | |
| Fletcher Mfg. Co., dustpans | 9 00 | |
| Freek, Clark & Co., hardware | 125 46 | |
| Garlock Packing Co., waste, etc. | 371 02 | |
| Geo. Goodman, fencing | 64 80 | |
| E. A. Green & Co., lamps | 48 00 | |
| Gurney Foundry Co., furnace parts | 61 15 | |
| T. H. Hancock, lumber | 2,743 01 | |
| Geo. M. Hendry Co., erasers and chalk | 70 20 | |
| Hydro-Electric Supply Co., lamps | 246 00 | |
| Inglis & Co., towels | 257 00 | |
| John Inglis Co., tank and fittings | 355 00 | |
| Johnson Temperature Regulating Co., valves, etc. | 51 50 | |
| H. Krantz Mfg. Co., panels | 199 44 | |
| R. Laidlaw & Co., lumber | 2,806 91 | |
| Rice Lewis & Sons, hardware | 46 40 | |
| Geo. Lugstin, fire extinguishers | 8 75 | |
| Lyman Bros. & Co., chemicals | 39 88 | |
| Masco Co., Ltd., lamps | 72 26 | |
| Master Builders Co., concrete filler | 35 00 | |
| A. Matthews, Ltd., metal work | 195 61 | |
| McColl Bros. & Co., oil and soap | 370 24 | |
| McFarlane Ladder Works, ladder | 15 50 | |
| J. McGillion, fodder | 241 30 | |
| McGregor & McIntyre, iron | 15 00 | |
| Geo. B. Meadows, wire, etc. | 88 80 | |

*Stores and Labor Account.*—Continued.

| | | |
|---|---|---|
| G. C. Mooring, pump | 216 20 | |
| Jas. Morrison Brass Mfg. Co., plumbers' supplies | 9,667 31 | |
| G. W. Moss, fixtures | 42 00 | |
| Mott Co., Ltd., plumbers' supplies | 85 25 | |
| Murray-Kay, Ltd., mats | 41 05 | |
| National Drug & Chemical Co., chemicals | 12 34 | |
| National Typewriter Co., ribbons, etc. | 24 00 | |
| Northern Electric and Mfg. Co., wire | 936 19 | |
| Ontario Lime Association, cement, etc. | 119 31 | |
| Ontario May-Oatway Fire Alarms, extinguishers | 93 00 | |
| Ontario Rubber Co., tips | 9 96 | |
| Otis-Fensom Elevator Co., repairs | 5 70 | |
| Sanderson, Pearcy & Co., painters' supplies | 2,445 09 | |
| N. L. Piper Railway Supply Co., oil | 53 60 | |
| Polson Iron Works, iron | 6 00 | |
| Reid & Brown, shelf supports and castings | 766 82 | |
| Robb Engineering Co., rings | 6 90 | |
| P. L. Robertson Mfg. Co., screws | 81 68 | |
| Roofers' Supply Co., copper | 8 81 | |
| Sadler & Haworth, belting | 13 94 | |
| Scientific Boiler Compound Co., boiler compound | 153 50 | |
| Sheet Metal Products, galvanized iron | 38 36 | |
| Sheldons, Ltd., motor | 138 30 | |
| Robt. Simpson Co., wallpaper | 183 95 | |
| John B. Smith & Son, lumber | 4,783 03 | |
| Soclean, Ltd., cleaning material | 30 00 | |
| Sovereign Varnishes & Oils, paint and oil | 33 00 | |
| Wm. Staughton, fodder | 192 43 | |
| W. R. Tait, hardware | 14 00 | |
| Talbot & Talbot, mop cloths | 108 00 | |
| J. J. Taylor Safe Works, safe door | 30 00 | |
| Toronto Wood Turning Works, handles | 24 61 | |
| Treloar, Blashford & Co., castings | 8 56 | |
| University Press, stationery | 47 24 | |
| A. R. Williams Machinery Co., shafts, etc. | 82 68 | |
| The Superintendent, petty disbursements, gasoline, etc. | 38 25 | |
| Freight charges | 270 60 | |
| Items under $5.00 (24) | 66 90 | |
| | | $41,076 82 |
| | | $42,198 26 |
| Sundry labor, as per pay lists: | | |
| Carpenters | $17,166 91 | |
| Electricians | 4,765 27 | |
| Painters | 5,044 70 | |
| Plumbers | 8,804 56 | |
| Laborers, etc. | 13,311 53 | |
| | | $49,092 97 |
| | | $91,291 23 |

Apportionment of the foregoing:

| | Labor. | Material. |
|---|---|---|
| Administration, $8,098.20: | | |
| Registrar's Office | ..... | $14 75 |
| Superintendent's Office | ..... | 3 00 |
| Library Building | $193 30 | 328 51 |
| Library Current | 1 75 | 2 25 |
| Museum Building | 2 70 | 72 10 |
| Museum Expenses | 40 27 | 9 69 |
| Gymnasium Building | 97 61 | 176 17 |
| Gymnasium: Aid to Athletics | 29 67 | 7 45 |
| Convocation Hall | 393 35 | 434 44 |
| Grounds | 5,292 20 | 998 99 |
| Faculty of Arts, $12,263.42: | | |
| Main Building | 2,174 33 | 1,405 10 |
| Biological Building | 331 14 | 506 14 |
| Biological Department | 146 54 | 177 86 |

*Stores and Labor Account.*—Continued.

| | | |
|---|---|---|
| Botanical Department | 115 37 | 75 54 |
| Bio-Chemical Department | 149 40 | 187 61 |
| Bio-Chemical Department, interim appropriation | 375 98 | 383 42 |
| Physiological Department | 186 38 | 118 14 |
| Physiological Department, interim appropriation | 1,589 04 | 1,101 77 |
| Chemical Building | 437 40 | 347 12 |
| Chemical Department | 51 11 | 117 82 |
| Physical Chemistry Department | 126 62 | 60 23 |
| Physics Building | 588 88 | 580 50 |
| Physical Department | 34 61 | 61 72 |
| Astro-Physical Department | 57 10 | 10 95 |
| Geological Department | 150 23 | 48 62 |
| Mineralogical Department | 105 05 | 44 49 |
| Psychological Department | 265 62 | 39 90 |
| Mechanics Department | 32 49 | 16 50 |
| Political Science Department | 18 35 | 7 75 |
| Ancient History Department | ..... | 1 80 |
| Orientals Department | ..... | 20 40 |
| University Extension | 9 00 | 5 40 |
| Faculty of Medicine, $3,073.14: | | |
| Anatomical Department | 39 28 | 56 63 |
| Pathological Department | ..... | 219 40 |
| Chemical Pathology Department | 70 11 | 171 25 |
| Pharmacological Department | 540 84 | 285 60 |
| Pharmacological Department, interim appropriation | 45 97 | 101 73 |
| Surgical Department | 29 92 | 30 33 |
| Medical Building | 652 01 | 671 52 |
| Pathological Building | ..... | 86 75 |
| General Expenses | 44 17 | 27 63 |
| Faculty of Applied Science, $5,695.28: | | |
| Chemistry and Mining Building | 796 16 | 585 61 |
| Engineering Building | 490 07 | 533 84 |
| Thermodynamics Building | 278 51 | 305 48 |
| Observatory Building | 11 26 | 64 05 |
| Department of Applied Chemistry | 346 34 | 213 01 |
| Department of Electro-Chemistry | 49 39 | 27 75 |
| Department of Electrical Engineering | 185 65 | 86 21 |
| Department of Mining | 259 80 | 254 44 |
| Department of Applied Mechanics | 151 98 | 113 89 |
| Department of Mechanical Engineering | 269 70 | 226 44 |
| Department of Surveying | 65 37 | 43 75 |
| Department of Architecture | 78 13 | 59 85 |
| Department of Drawing | 35 83 | 21 67 |
| Department of Physics | 21 15 | 6 53 |
| Department of Photography | 52 53 | 41 75 |
| Department of Metallurgy | 5 01 | ..... |
| General Expenses | 13 38 | 0 75 |
| Faculty of Household Science, $18.80: | | |
| Household Science Building | ..... | 18 80 |
| Faculty of Education, $1,132.22: | | |
| Education Building | 314 97 | 593 90 |
| Education Department | 172 20 | 51 15 |
| Faculty of Forestry, $612.30: | | |
| Forestry Building | 254 52 | 187 17 |
| Forestry Department | 128 26 | 42 35 |
| Residences and Dining Hall, $2,477.15: | | |
| Men's Residences | $639 37 | $953 39 |
| Women's Residences | 215 14 | 245 71 |
| Dining Hall | 204 29 | 219 25 |
| Central Power House, Maintenance | 6,857 34 | 1,446 15 |
| University Press | 44 92 | 55 17 |
| Education Building, Construction | 889 60 | 489 32 |
| Library Building, Extension Account | 702 64 | 248 58 |

*Stores and Labor Account.*—Continued.

| | | | |
|---|---|---|---|
| Athletic Field changes | 2,804 68 | 4,491 18 | |
| Museum Building, Construction Account | 21 91 | ..... | |
| Pathological Building, Construction Account | 13,356 29 | 10,811 13 | |
| Central Light, Heat and Power Plant, Construction Account | 1,705 01 | 2,694 53 | |
| Convocation Hall Organ Fund | 90 09 | 119 74 | |
| Women's Residences: Alterations and furnishing to 9 Queen's Park | 1,470 23 | 1,346 20 | |
| Men's Residences: Alterations and furnishing to 85 St. George Street | 1,545 23 | 1,682 47 | |
| Repairs to rented properties | 148 23 | 151 32 | |
| Cash received for material sold | ..... | 2,036 37 | |
| | $49,092 97 | $39,485 87 | |
| | | | $88,578 84 |
| | | | $2,712 39 |
| Superintendent's inventory of stock on hand 30th June, 1912 | | $2,826 03 | |
| Reserved for accounts outstanding and unpaid | | 113 64 | |
| Balance, 30th June, 1912, Schedule 5a | | | $2,712 39 |

## APPENDIX VI.

### Details of Expenditure on New Buildings, Etc.

| | | |
|---|---|---|
| 1. Faculty of Education Building: | | |
| General Contracts ($175,971.88): | | |
| Aikenhead Hardware, Ltd., hardware | | $3,305 35 |
| Canada Foundry Co., ornamental iron | | 4,634 50 |
| R. C. Dancy, plastering | | 12,057 00 |
| Darling & Pearson, architects' fees | $8,650 00 | |
| Disbursements | 102 99 | |
| | | 8,752 99 |
| Dominion Bridge Co., structural steel | | 6,955 95 |
| Eadie-Douglas Co., terra cotta | | 8,077 00 |
| Forbes Roofing Co., roofing | | 1,102 80 |
| Holtby Bros. masonry | $50,300 00 | |
| Paving yard | 1,446 00 | |
| Shower baths | 912 28 | |
| | | 52,658 28 |
| W. J. McGuire Co., plumbing, heating and ventilation. | | 43,005 73 |
| McDonald & Willson, fixtures | | 1,050 00 |
| A. E. Phillips, painting and glazing | | 3,764 81 |
| Rice, Green & Co., electric wiring | | 2,052 38 |
| J. C. Scott Co., carpentering | | 28,555 09 |
| Fittings and Equipment ($15,349.22): | | |
| Aikenhead Hardware, Ltd., tools, filter, etc. | | 54 00 |
| Wm. Bartlett & Sons, shades and blinds | | 555 80 |
| Bausch & Lomb Optical Co., apparatus | | 1,024 88 |
| Canada Stamp and Stencil Co., stencils | | 8 00 |
| Canadian Office and School Furniture Co., laboratory and library fittings | | 3,215 00 |
| P. P. Caproni & Bro., models | | 43 65 |
| Canadian Westinghouse Co., motor | | 192 73 |
| Chemical Laboratories, Ltd., chemicals | | 32 19 |
| City Storage Co., cartage | | 24 15 |
| Eugene Dietzgen Co., drawing tables | | 315 00 |
| T. Eaton Co., furniture and equipment | | 1,154 74 |
| Edwin Elcome, specimens | | 95 35 |
| General Electric Co., pump | | 50 00 |
| Philip Harris & Co., apparatus and chemicals | | 2,278 86 |
| G. M. Hendry Co., desks, apparatus, etc. | | 1,998 20 |
| Kny-Scheerer Co., apparatus and specimens | | 101 67 |
| Library Bureau of Canada, bookcases | | 44 00 |
| Lyman Bros. & Co., chemicals | | 5 25 |
| Map Specialty Co., maps | | 102 25 |
| Geo. B. Meadows Ltd., wire mats | | 21 75 |
| Newton & Co., slides | | 25 34 |
| National Drug & Chemical Co., chemicals | | 7 74 |
| Office Specialty Mfg. Co., fyling sections | | 97 03 |
| J. G. Ramsey & Co., photographic equipment | | 68 60 |
| A. J. Reading, slides | | 14 75 |
| Wilhelm Schluter, specimens | | 117 78 |
| Soule Art Publishing Co., slides | | 14 00 |
| Geo. Sparrow & Co., measures | | 7 90 |
| Students' Book Department, text books | | 73 23 |
| University Press, books, etc. | | 144 95 |
| United Typewriter Co., typewriter | | 98 50 |
| Valley City Seating Co., seating | | 1,384 25 |
| Vereinigte Lausitzer Glaswerke, museum equipment | | 43 32 |
| Harold A. Wilson Co., gymnastic appliances | | 20 00 |
| W. Younger, baskets | | 24 00 |
| Freight charges | | 190 22 |
| Petty items (5) | | 19 63 |
| Superintendent's Dept., labor, $906.44; material, $774.07 | | 1,680 51 |
| Manual Training Equipment ($1,635.12): | | |
| Aikenhead Hardware, Ltd., tools | | 354 88 |
| T. Eaton Co., desk chair, etc. | | 29 00 |
| Grand Rapids Screw Co., work bench and tools | | 360 76 |

*Expenditure on New Buildings, etc.*—Continued.

| | | | |
|---|---|---|---|
| R. Laidlaw & Co., lumber | | 104 50 | |
| Routery Bros., plastering room | | 35 20 | |
| Superintendent's Dept., labor, $461.13; material, $289.65 | | 750 78 | |
| Fitting up room for Armouries ($100.00): | | | |
| T. James, cupboards | | 40 00 | |
| 2nd Field Company, Canadian Engineers, rifle racks | | 60 00 | |
| Lockers ($555.50): | | | |
| Geo. B. Meadows, Ltd., lockers | | 550 00 | |
| Aikenhead Hardware, Ltd., locks | | 5 50 | |
| Installing Motor Generator ($137.22): | | | |
| Superintendent's Dept., labor, $34.70; material, $102.52 | | 137 22 | |
| Hockey Rinks ($280.80): | | | |
| Dunlop Tire & Rubber Goods Co., hose | | 20 25 | |
| Harold A. Wilson Co., goals | | 24 00 | |
| Superintendent's Dept., labor, $81.20; material, $155.35 | | 236 55 | |
| Levelling playgrounds ($95.95): | | | |
| Superintendent's Dept., labor, $88.55; material, $7.40 | | 95 95 | |
| Sundries ($257.78): | | | |
| Connell Anthracite Mining Co., fuel | | 214 28 | |
| Milnes Coal Co., fuel | | 43 50 | |
| Cost of Building and Equipment | | $194,383 47 | |
| Cost of Site | | 96,048 00 | |
| | | | $290,431 47 |
| Expenditure of 1911-12: | | | |
| Site Account | $3,800 00 | | |
| Building and Equipment | 4,211 28 | | |
| | | $8,011 28 | |
| Expended previous to 1911-12 | | 258,620 19 | |
| Final payment on Site, due 1st Septtember, 1912 | | 23,800 00 | |
| | | | $290,431 47 |

2. Library Building Extension:

| | | | |
|---|---|---|---|
| General Contracts ($206,567.89): | | | |
| Aikenhead Hardware, Ltd., book stacks | $25,400 00 | | |
| Hardware | 843 12 | | |
| | | $26,243 12 | |
| Canada Foundry Co., ornamental iron | | 4,162 70 | |
| R. C. Dancy, plastering | | 11,808 95 | |
| Darling & Pearson, architects' fees | $9,825 60 | | |
| Expenses | 107 67 | | |
| | | 9,933 27 | |
| Dominion Bridge Co., structural steel | | 6,672 95 | |
| Geo. Duthie & Sons, roofing and tinsmithing | | 2,340 26 | |
| Expanded Metal Co., fireproof windows | | 1,626 95 | |
| W. J. McGuire, Ltd., plumbing | $4,215 34 | | |
| Heating and ventilation | 14,079 04 | | |
| | | 18,294 38 | |
| Otis-Fensom Co., elevators | | 3,300 00 | |
| R. Robertson & Sons, masonry | | 95,253 44 | |
| J. C. Scott Co., carpentry | | 19,191 00 | |
| Thornton-Smith Co., painting and glazing | | 4,114 56 | |
| Superintendent's Dept., electric wiring: | | | |
| Labor, $1,032.44; material, $1,161.80 (new part) | | 2,194 24 | |
| Labor, $647.75; material, $784.32 (old part) | | 1,432 07 | |
| Furnishings and Fittings ($9,213.60): | | | |
| Wm. Bartlett & Son, shades and blinds | | 231 09 | |
| Canada Furniture Mfrs., desks, tables and chairs | | 3,603 60 | |
| T. Eaton Co., Ltd., hat stand | | 4 00 | |
| John Kay Co., Ltd., carpet, etc. | | 1,180 50 | |
| Library Bureau of Canada, fyles, etc. | | 39 60 | |
| Office Specialty Mfg. Co., truck | | 24 75 | |
| G. N. Reynolds & Co., cabinet | | 369 00 | |
| G. H. Robinson, furniture | | 12 50 | |
| J. C. Scott Co., cases and shelving | | 237 80 | |
| Robt. Simpson Co., carpet and chairs | | 95 35 | |
| Freight charges | | 91 48 | |

*Expenditure on New Buildings, etc.*—Continued.

| | | | |
|---|---|---|---|
| Superintendent's Dept., labor, $1,315.18; material, $2,008.75 | | 3,323 93 | |
| Removing Stacks ($145.25): | | | |
| Frazee Cartage Co., cartage | | 5 00 | |
| Superintendent's Department, labor | | 140 25 | |
| Alterations for University Press ($1,377.99): | | | |
| Charles Cooper, laying floor | $317 16 | | |
| Soundproof partition | 105 00 | | |
| | | 422 16 | |
| Forbes Roofing Co., felt | | 42 00 | |
| R. Robertson & Sons, concrete work | $128 50 | | |
| Foundations for presses | 83 50 | 212 00 | |
| Superintendent's Dept., labor, $395.75; material, $306.08 | | 701 83 | |
| Sundries, temporary plumbing and heating ($105.12): | | | |
| Superintendent's Dept., labor, $70.54; material, $34.58. | | 105 12 | |
| | | | $217,409 85 |
| Received from sale of old stacks | | | 937 00 |
| | | | $216,472 85 |
| Amount expended during 1911-12 | | $25,864 55 | |
| Expended previous to 1911-12 | | 190,608 30 | |
| | | | $216,472 85 |

| | | | |
|---|---|---|---|
| 3. Museum Building: | | | |
| On Account of General Contracts ($165,000.00): | | | |
| A. Clark & Sons, carpentry | | $2,200 00 | |
| R. C. Dancy, plastering | | 15,500 00 | |
| Darling & Pearson, architects' fees | | 4,000 00 | |
| Dominion Bridge Co., structural steel | | 41,000 00 | |
| Doulton & Co., Ltd., terra cotta | | 9,450 00 | |
| W. J. McGuire Co., plumbing and heating | | 16,000 00 | |
| Geo. B. Meadows, Ltd., ornamental iron | | 6,000 00 | |
| A. B. Ormsby, Ltd., roofing | | 3,500 00 | |
| A. E. Phillips, painting and glazing | | 1,000 00 | |
| Rice, Green & Co., electric wiring | | 1,350 00 | |
| R. Robertson & Sons, masonry | | 62,500 00 | |
| Steel & Radiation, Ltd., fireproof windows | | 2,500 00 | |
| Fittings: | | | |
| Archæology ($13,498.26): | | | |
| Canada Foundry Co., cases | | 11,930 00 | |
| Gall Lumber Co., lumber | | 41 54 | |
| Frank Hillock, lumber | | 420 43 | |
| McBean & Verrall, lumber | | 417 58 | |
| Pilkington Bros., glass for shelves | | 82 60 | |
| A. R. Williams Machinery Co., woodworking machine | | 606 11 | |
| Geology and Mineralogy ($151.39): | | | |
| Prof. T. L. Walker, travelling expenses | | 65 20 | |
| Prof. W. A. Parks, travelling expenses | | 64 28 | |
| Superintendent's Department, labor making cases. | | 21 91 | |
| Interest on advances during construction to 30th June | | 2,762 92 | |
| | | | $181,412 57 |
| Expended prior to 1911-12 | | | 97,940 52 |
| | | | $279,353 09 |

| | | |
|---|---|---|
| 4. Pathological Building: | | |
| On Account of General Contracts ($69,100.00): | | |
| Canada Foundry Co., ornamental iron | $4,000 00 | |
| Canada Glass, Mantels & Tiles, Ltd., marble and tile | 5,000 00 | |
| R. C. Dancy, plastering | 9,500 00 | |
| Darling & Pearson, architects' fees | 1,500 00 | |
| Dominion Bridge Co., structural steel | 10,000 00 | |
| Eadie-Douglas Co., terra cotta | 900 00 | |
| Forbes Roofing Co., roofing | 1,000 00 | |

*Expenditure on New Buildings, etc.*—Continued.

| | |
|---|---|
| George Henry, carpentry | 9,600 00 |
| A. E. Phillips, painting | 1,000 00 |
| Purdy, Mansell, Ltd., plumbing and heating | 9,700 00 |
| R. Robertson & Sons, masonry | 15,000 00 |
| Turnbull Elevator Mfg. Co., elevators | 1,900 00 |

Equipment:

(*a*) Interior Furnishing and Fittings ($26,096.32):

| | |
|---|---|
| Alberene Stone Co., alberene stone | 684 85 |
| Wm. Bartlett & Sons, blinds | 208 25 |
| Canadian Fire Underwriters' Association, inspection | 13 58 |
| Canada Furniture Mfrs., Ltd., chairs | 91 32 |
| Canada Glass, Mantels & Tiles, Ltd., tiling | 99 00 |
| City Storage Co., cartage | 1 90 |
| Consumers' Gas Co., piping | 6 50 |
| Kent Co., Ltd., refrigerating plant | 915 20 |
| Morse-Bulger Destructor Co., animal destructor | 270 00 |
| R. Robertson & Sons, crematory for destructor | 18 40 |
| Turnbull Elevator Mfg. Co., dumbwaiter | 72 00 |
| Vereinigte Fabriken, animal house equipment | 50 00 |
| Williams & Cole, plans and specifications for fume cabinet | 75 00 |
| Freight charges | 20 12 |

Superintendent's Department, labor and material, as follows:

| | Labor. | Material. | |
|---|---|---|---|
| Laboratory plumbing, carpentry, painting, etc. | $12,293 65 | $8,140 81 | |
| Animal Destructor | 71 62 | 65 38 | |
| Animal House | 83 76 | ..... | |
| Refrigerating Plant | 214 33 | 376 21 | |
| Fume Flues | 219 85 | 380 45 | |
| Locks for Laboratory Cupboards | ..... | 638 39 | |
| Lecture Room Seats | 133 76 | 380 94 | |
| Telephones and Bells | 25 30 | 162 90 | |
| Laboratory Tables (shelf supports) | ..... | 382 85 | |
| | $13,042 27 | $10,527 93 | |
| | | | 23,570 20 |

(*b*) Instruments and Apparatus for the Department of Pathology ($634.16):

| | |
|---|---|
| J. F. Hartz Co. | 634 16 |

(*c*) Instruments and Apparatus for the Department of Chemical Pathology ($4,373.49):

| | |
|---|---|
| Baird & Tatlock, Ltd., apparatus | 439 00 |
| Brown & Son, still | 41 25 |
| Eimer & Amend, pumps, $35.13; burners, $26.00 | 61 13 |
| International Instrument Co., centrifuge, $393.35; digesters and stills, $171.50 | 564 85 |
| Inland Revenue Dept., methylated spirits | 31 92 |
| C. F. Palmer, kymograph | 388 22 |
| R. Robertson & Sons, concrete work for centrifuge | 75 00 |
| Franz Schmidt & Haensch, polarimeters, $220.71; spectroscopes, $106.80 | 327 51 |
| Theo. Schuchardt, reagents | 251 31 |
| Vereinigte Fabriken, apparatus | 1,455 31 |
| Freight charges | 140 77 |

Superintendent's Dept., labor and material as follows:

| | Labor. | Material. |
|---|---|---|
| Stands | $259 66 | $57 55 |

*Expenditure on New Buildings, etc.*—Continued.

| | | | | |
|---|---|---|---|---|
| Centrifugal machine ..... | 17 48 | 31 35 | | |
| Compressor . . . ..... | 36 88 | 194 30 | | |
| | $314 02 | $283 20 | | |
| | | | $597 22 | |
| | | | | $100,203 97 |
| Expended prior to 1911-12 ..... | | | | 43,172 06 |
| | | | | $143,376 03 |

5. Athletic Field Changes:

| | | | |
|---|---|---|---|
| W. E. Wagner, construction of grandstand (except plumbing) . . . ..... | | $25,985 00 | |
| Superintendent's Dept., plumbing work, labor, $262.60; material, $431.35 ..... | | 693 95 | |
| Grading, fences, etc. ($9,138.93): | | | |
| City of Toronto, for use of steam roller ..... | | 68 64 | |
| H. Marshall, work on roller ..... | | 20 40 | |
| C. R. Redfern, inspector, 5½ mos. to Oct. 1st, 1911 .... | | 550 00 | |
| Rogers Supply Co., cement ..... | | 4 85 | |
| J. Sercombe, sodding ..... | | 1,241 10 | |
| W. H. Thomson, grading ..... | | 2,501 23 | |
| W. E. Wagner, cement ..... | | 13 98 | |
| Superintendent's Dept., labor, $2,402.91; material, $2,363.71 . . . ..... | | 4,766 62 | |
| | | $9,166 82 | |
| Less sundry credits ..... | | 27 89 | |
| | | $9,138 93 | $35,817 88 |
| Additions to Bleachers ($3,345.58): | | | |
| Britnell & Co., cement ..... | | $25 60 | |
| Rogers Supply Co., cement ..... | | 9 60 | |
| W. H. Thomson, teaming ..... | | 89 25 | |
| Superintendent's Dept., labor, $997.21; material, $2,223.92 . . . ..... | | 3,221 13 | |
| Paid by Athletic Association ..... | | $3,345 58 | |
| Expended during 1911-12 ..... | | $19,534 46 | |
| Expended prior to 1911-12 ..... | | 16,283 42 | |
| | | | $35,817 88 |

6. Central Heat, Light and Power Plant:

| | | | |
|---|---|---|---|
| On Account of General Contracts ($164,900.00): | | | |
| Babcock & Wilcox, Ltd., boilers ..... | | $8,100 00 | |
| Chapman & Walker, engine ..... | $5,900 00 | | |
| Electric meters ..... | 900 00 | | |
| | | 6,800 00 | |
| L. K. Comstock & Co., tunnels ..... | | 80,600 00 | |
| Darling & Pearson, architects' and engineers' fees.... | | 4,300 00 | |
| W. J. McGuire, Ltd., piping ..... | | 43,700 00 | |
| Purdy, Mansell, Ltd., power house piping ..... | | 21,400 00 | |
| Lighting Grounds ($2,888.23): | | | |
| Dominion Illuminating Rental Co., Ltd., lamp standards | | 1,000 00 | |
| Superintendent's Dept., labor, $779.66; material, $1,108.57 . . . ..... | | 1,888 23 | |
| Domestic Hot Water Supply ($1,711.93): | | | |
| Superintendent's Dept., labor, $530.27; material, $1,181.66 . . . ..... | | 1,711 93 | |
| Route across Carbrook Property ($3,000.00): | | | |
| J. H. Mayne Campbell & A. H. Campbell, executors of estate of the late A. H. Campbell ..... | | 3,000 00 | |

*Expenditure on New Buildings, etc.*—Continued.

| | | |
|---|---|---|
| Diverting City Mains ($109.83): | | |
| City Treasurer, moving 6-in mains | 109 83 | |
| Switchboard Panel ($1,000.00): | | |
| Transferred to Electrical Engineering Department for expenditure in connection with motor generator set | 1,000 00 | |
| Domestic Telephone Installation ($4.38): | | |
| Superintendent's Dept., labor, $395.08; material, $404.30; less received from sale of old material, $795.00 | 4 38 | |
| Interest on advances during construction to 31st Dec., 1911 | $5,448 46 | |
| | | $179,062 83 |
| Expended prior to 1911-12 | | 103,857 99 |
| | | $282,920 82 |

7. Men's Residences, 85 St. George Street:

| | | |
|---|---|---|
| Alterations ($3,521.18): | | |
| City Storage Co., cartage | $3 00 | |
| City Treasurer, installing water service | 23 50 | |
| R. Robertson & Sons, repairs to masonry | 91 38 | |
| Routery Bros., lathing and plastering | 175 60 | |
| Superintendent's Dept., labor, $1,545.23; material, $1,682.47 | 3,227 70 | |
| Furnishings ($3,143.27): | | |
| Anchor Mfg. Co., furniture | 82 50 | |
| Wm. Bartlett & Sons, blinds | 64 19 | |
| John Brown, blankets | 115 50 | |
| John Catto & Son, linen, bedding, etc. | 179 20 | |
| Canada Furniture Mfrs., Ltd., furniture | 1,156 65 | |
| T. Eaton Co., curtains, rods, etc. | 47 46 | |
| F. J. Moore, tables, bookcases, etc. | 232 00 | |
| Murray-Kay, Ltd., carpets, etc. | 987 25 | |
| Nerlich & Co., toilet sets | 44 00 | |
| Patterson & Heward, brass sign | 12 00 | |
| Phillips Mfg. Co., mirors | 3 10 | |
| Robert Simpson Co., tables and chairs | 106 00 | |
| Standard Bedding Co., mattresses | 78 00 | |
| W. Younger, baskets | 8 00 | |
| Freight charges | 27 42 | |
| | | $6,664 45 |

8. Women's Residences, 9 Queen's Park:

| | | |
|---|---|---|
| Alterations ($3,244.45): | | |
| City Storage Co., cartage | $1 15 | |
| City Treasurer, installing water service | 23 60 | |
| R. Robertson & Sons, repairs to masonry | 163 47 | |
| Routery Bros., plastering | 249 90 | |
| Superintendent's Dept., labor, $1,470.23; material, $1,346.20 | 2,816 43 | |
| | $3,254 55 | |
| Less received from sale of old material | 10 10 | |
| | $3,244 45 | |
| Furnishings ($2,493.37): | | |
| Anchor Mfg. Co., furniture | $103 00 | |
| Wm. Bartlett & Sons, blinds | 36 50 | |
| John Brown, blankets | 144 37 | |
| Canada Furniture Mfrs., Ltd., furniture | 1,352 59 | |
| John Catto & Son, linen, bedding, etc. | 96 27 | |
| T. Eaton Co., Ltd., curtain poles | 3 65 | |
| F. J. Moore, table | 18 00 | |
| Murray-Kay, Ltd., carpet, etc. | 519 32 | |
| Nerlich & Co., toilet sets | 38 50 | |

*Expenditure on New Buildings, etc.*—Continued.

| | | | |
|---|---|---|---|
| Standard Bedding Co., mattresses | | 130 60 | |
| W. Younger, baskets | | 12 50 | |
| Freight charges | | 34 32 | |
| Superintendent's Dept., labor | | 3 75 | |
| | | | $5,737 82 |
| 9. Convocation Hall Organ ($19,603.11): | | | |
| Casavant Freres, contract | $19,000 00 | | |
| Extras | 380 00 | | |
| | | $19,380 00 | |
| Superintendent's Dept., alterations to platform, wiring, etc. labor, $90.09; material, $119.74 | | 209 83 | |
| American Tent and Awning Co., cover for console | | 7 00 | |
| Murray-Kay, Ltd., curtain | | 6 28 | |
| | | | $19,603 11 |

BINDING SECT. AUG 2 4 1967